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ABSTRACT

This report is the third in a series based on data from regional state colleges and universities. It includes comparative findings from extensive questionnaire data from 1974-75 and recent data from other sources. The critical areas examined include enrollments, degrees and programs offered, libraries, recent innovative programs, budgeting and financial patterns, and coordination and control. Most data are presented in tabular form, without extensive statistical analysis. The information is intended to aid educators and administrators in long-range planning. The questionnaire form is included. (Author/MSE)

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# THE REGIONAL STATE COLLEGES AND UNIVERSITIES IN THE MIDDLE 1970s

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**HIGHER EDUCATION PROGRAM, COLLEGE OF EDUCATION**
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with significant support by
**THE AMERICAN COLLEGE TESTING PROGRAM**
for the
**AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES**

HIGHER EDUCATION PROGRAM
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Report Series 1976-77, No. 1

# THE REGIONAL STATE COLLEGES AND UNIVERSITIES IN THE MIDDLE 1970s

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ERRATA SHEET

The enrollment figures for total students, undergraduate students and graduate students in SCUs and other Public institutions were reversed in Tables II-1 and II-2. The 1975 figures should read:

| | Total Students | | Undergraduate Students | | Graduate Students | |
|---|---|---|---|---|---|---|
| SCUs | 2,259,799 | 25% | 1,738,277 | 25% | 395,812 | 33% |
| Other Public Institutions | 2,527,430 | 28% | 1,829,958 | 27% | 459,986 | 39% |

Textual material should be corrected as follows:

Page 5 line 9 change 27% to 25%
" 5 " 10 " 25% to 27%
" 9 " 3 " 39% to 33%
" 9 " 4 " 33% to 39%
" 9 " 6 " 459,986 to 395,812

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# PREFACE

During the last few decades, the continued growth and curricular expansion of regional state colleges and universities represented a major educational achievement for American society.[1] In this period of time, numerous former teacher education colleges became comprehensive postsecondary education institutions. The total number of regional state colleges and universities (SCUs) exceeded 330, of which 324 belonged to the American Association of State Colleges and Universities (AASCU) by 1976.

Many of these institutions expanded to include additional sub-baccalaureate programs as well as broadened areas of baccalaureate offerings. Diversification and specialization in curricular offerings characterized the period of expansion in SCUs. In addition, many of these institutions expanded to include graduate education at the intermediate or master's level, and approximately 45 institutions offered programs at the doctoral level.

This report is the third in a series, all based on data from AASCU-type institutions. The first baseline report, using 1966-68 data, was issued in 1969. The second report, developed from 1970 and 1972 data, was published in 1973. This third study includes comparative findings based on extensive questionnaire data from 1974-75 and other recent data from 1975 or current 1976 sources.

The objectives of the 1969 report, *The Developing State Colleges and Universities,*[2] which set the tone for subsequent studies were to:

1. Determine and describe the general characteristics of institutional changes during the past several decades, such as: student recruitment and admissions policies, faculty staffing and faculty salaries, institutional name, student enrollment, purpose, and degree programs.

2. Determine and describe current institutional characteristics such as size of institution, curricular programs, financial support, and methods of funding.

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1. F.F. Harcleroad, C.T. Molen, Jr., and Jack Rayman, *The Regional State Colleges and Universities Enter the 1970s.* (Iowa City, Iowa: The American College Testing Program, 1973.)

2. F.F. Harcleroad, H.B. Sagen, and C.T. Molen, Jr., *The Developing State Colleges and Universities: Historical Background, Current Status, and Future Plans.* (Iowa City, Iowa: The American College Testing Program, 1969.)

3. Determine and describe projected plans for development of curricular offerings at the baccalaureate, master's, and doctoral levels.

4. Determine and describe currently developing forms of administrative organization, including patterns of state coordination and control.

5. Determine and describe current ideas and plans for innovative or experimental programs of college instruction.

6. Determine and describe the particular changes in programs for the education of elementary and secondary teachers which have resulted from major changes in the institutions.

For the first 1966 study, 194 questionnaire responses from AASCU-type institutions provided data. In 1970, a follow-up questionnaire for the second study resulted in 231 usable responses with information on similar growth and change variables. In 1972, a supplementary survey yielded follow-up data for comparison with the 1970 questionnaire. The responses to these questionnaires formed the basis for the study reported in 1973, *The Regional State Colleges and Universities Enter the 1970s.*

Finally, in 1974-75 this third study collected follow-up data for comparison with the 1966-68 and 1970-72 data. The critical areas examined in this study concerned enrollments, degrees and programs offered, libraries, recent innovative programs, budgeting and financial patterns and coordination and control (see Appendix 2). Two hundred forty-two (242) usable responses were received from AASCU- type institutions to this extensive questionnaire.

The responses to this follow-up questionnaire provided the data used in the current analysis. Since these data were "soft" in character, sophisticated statistical analysis was considered inappropriate. Because of differences in sample size and institutions represented in the 1966, 1970, and 1975 data, strict comparability of the three studies was not possible. Therefore, most of the data was presented in tabular form to facilitate ease of comparison with tables from the previous studies.

Three persons deserve special recognition for significant contributions to the completion of this third study. Leigh Wimpey and Gary McElrath of the American College Testing Program respectively helped design and code the questionnaire and facilitated the compilation of the data. Russell Coon, graduate assistant in the Higher Education Program, assisted materially in tabulating some of the data, preparing tables and the final copy.

Hopefully the present study, which intended to up-date the previous studies, will prove useful to educators and administrators as they engage in long-range planning for postsecondary education in the future.

# CHAPTER 1

## THE REGIONAL STATE COLLEGES AND UNIVERSITIES 1966-1970

The 1968 study resulted in several major conclusions which subsequently became the major areas of consideration in the 1973 study. One important section of the 1968 study focused upon the presentation of a schema for grouping SCUs into 4 basic categories.[1] These categories, described below, applied as generally in 1973 as in 1966. The categories of SCUs included:

A. Single purpose, highly-specialized college—a few still existed in 1970. These institutions pursued limited objectives and attracted highly motivated students to their limited curricula such as art or maritime studies. The number of these institutions continued to decline.

B. Teachers College—an institution whose primary purpose of preparing teachers reflected its applied orientation. These institutions were usually small, located in rural areas and emphasized undergraduate instruction.

C. Comprehensive State College or University—this included nearly 2/3 of SCUs in the 1970 study. These institutions offered liberal arts and professional curricula in addition to teacher education. Both graduate and undergraduate programs were offered.

D. Regional State Universities—these included the large, more urban institutions attended by a geographically diverse student body. Although offering undergraduate majors, these institutions placed great emphasis upon graduate education and research.

The 1968 study also presented a framework for classifying the types of postsecondary institutions.[2] This two-dimensional grid allowed institutions to be classified by graduate versus undergraduate level of instruction and theoretical versus applied orientation (see Figure I-1). The description of the model presented in the 1973 study included:[3]

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 5.
2. *Ibid*, p. 8.
3. *Ibid*, p. 8.

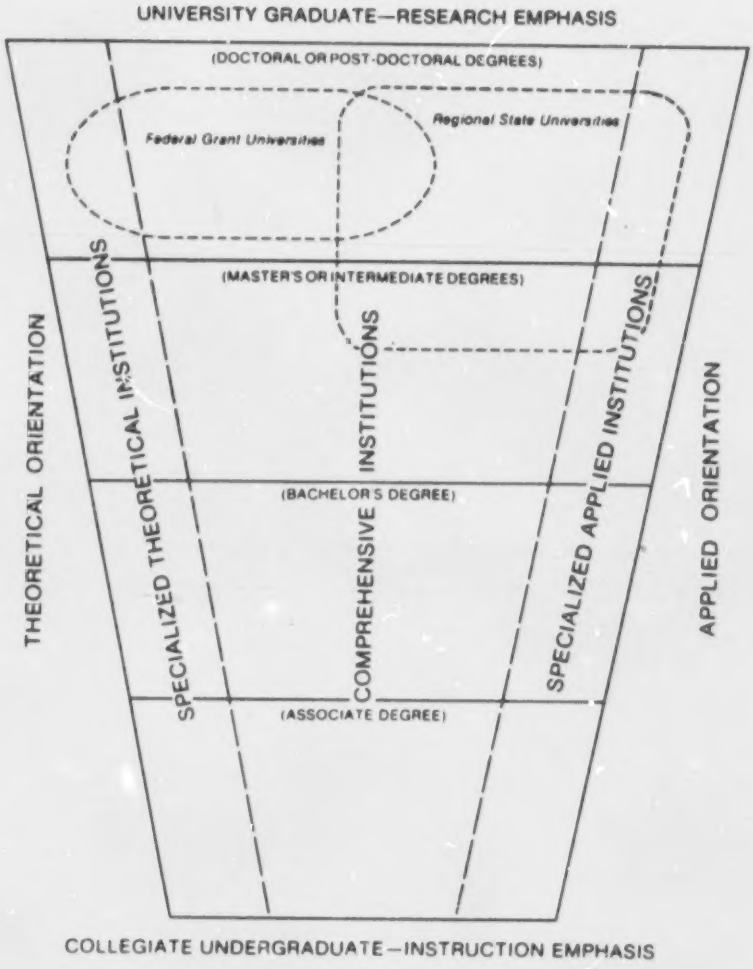


**Figure I-1. A two-dimensional framework for classifying higher educational institutions.**

In the first dimension, colleges concentrate on undergraduate instruction, with graduate instruction and research viewed generally as a secondary function if offered. A university, on the other hand, emphasizes graduate and advanced professional instruction and research. In the second dimension, application-oriented institutions emphasize occupational-professional major fields, interpretive scholarship, and applied programs of community and public service. Research activities are directed toward the solution of specific, immediate problems. In contrast, theoretically-oriented institutions stress basic theoretical knowledge, less specialized majors, and fundamental research. In this frame of reference, the outside vertical areas of the "educational universe" represent differentiated specialized institutions, one applied and the other theoretical. The larger middle area represents comprehensiveness with a varying emphasis on both theory and its practical application.

In addition to these two major findings in the 1968 and 1973 studies, four major areas of change in SCUs appeared significant in both studies. These major areas included enrollment, degree programs, curricular innovations, and financial conditions.

As one of the most significant findings, the 1968 study showed rapid increases in enrollment in SCUs and predicted enrollment increases of 110% by 1975.[4] In 1968, the SCUs were the fastest growing baccalaureate degree-granting segment of higher education.[5] By 1970, the growth rate indicated a slowing trend in which baccalaureate enrollment in SCUs increased more slowly than enrollment in other public institutions.[6] In the area of graduate enrollment, growth continued in both the 1968 and 1973 studies although the total number of graduate degrees earned in SCUs decreased in the 1973 study.[7]

Teacher education continued as the primary focus of SCUs. However, both in 1968 and 1973, the expansion of degree program offerings included a broadening of subject fields in both undergraduate and graduate level programs. As described in the 1973 study, programs expanded greatly by more specialization and diversification.[8] Many SCUs implemented sub-baccalaureate curricular offerings in addition to expanding their baccalaureate programs.

Growth in business-related and health-related programs exemplified the trend toward continued growth in professional occupational fields. Furthermore, the tremendous growth of graduate program offerings indicated the attempt by

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4. Harcleroad, Sagen, and Molen, *The Developing State Colleges and Universities*, p. 7.
5. *Ibid*, p. 7.
6. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 19.
7. *Ibid*, p. 21.
8. *Ibid*, p. 13.

many SCUs to accommodate the growing enrollment in graduate education. Also, SCUs took the lead in establishing specialized doctorates such as the Doctor of Arts, but did so without eliminating more traditional doctorates. Thus, many of the doctoral-degree granting SCUs offered a variety of doctoral degrees rather than concentrating on the Doctor of Education degree which traditionally had been their specialty.

In the area of curriculum innovation, SCUs in 1968 and 1973 demonstrated a trend toward diversification. The 1968 study discussed increases in less-than-baccalaureate programs, arts and sciences, and occupational programs, and general education offerings. The 1973 study confirmed these increases and described trends toward other innovations such as alternative degree programs and emphasis upon international programs. This emphasis upon international programs and area studies illustrated the commitment of AASCU-type institutions to broadening their horizons and contributing to worldwide understanding.

One of the areas of the 1973 study which confirmed the 1968 study included the trend toward greater state control and increases in financial problems in times of financial stringency. The 1968 study described increased costs and higher educational and general income with decreasing student/faculty ratios and a need for additional funds to accommodate increasing enrollments. Although the 1973 study reported declining enrollment ratios, the actual enrollment increases coupled with the high inflation rate necessitated increased educational costs and a high percentage of educational and general income. In spite of the declining rate of enrollment and the redirection of students to diverse programs, the increased actual enrollment contributed to increasing instructional costs. The student/faculty ratio declined, but at a gradual rate rather than attaining the 20:1 ratio projected in the 1968 study.

Finally, the 1968 study supported the concept of a regional state university with distinctive functions. Such an institution emphasized "professional instruction, interpretive scholarship, applied research and development, and community-oriented public services."[9] This description of the SCU applied in 1973 as well as the present.

9. *Ibid*, p. 18.

## CHAPTER 2

## INSTITUTIONAL SIZE AND ENROLLMENT PATTERNS

The growth rate of the state colleges and universities between 1954 and 1966 increased more rapidly than in any other group of 4-year institutions.[1] Between 1966 and 1970, the growth rate slowed in both total degree credit enrollment and earned degrees awarded.[2] Between 1970 and 1975 both total degree credit enrollment and earned degrees awarded increased in state colleges and universities. An examination of the data since 1970 (Tables II-1, II-2, II-3) yielded the following observations and trends.

### Undergraduate Enrollment and Degrees

Between 1970 and 1975 undergraduate enrollment at state colleges and universities increased from 21% to 27% of total enrollment, while all other public 4-year institutions decreased from 32% to 25% (see Tables II-1, II-2). This reversed the 1966 - 1970 trend which saw undergraduate enrollment in SCUs increasing by 25% while all other public 4-year institutions increased by 33%.[3] The 2-year public institutions grew slightly from 21% of the total public enrollment in 1970 to 25% of the total public enrollment. SCUs in 1970 - 1975 clearly demonstrated the most rapid enrollment growth of all public institutions.

SCUs showed similar increases in number of earned degrees conferred (Table II-3). The earned degrees for undergraduate students in SCUs increased from 44% of total public institutions to 48%. During this same period, the undergraduate degrees for other public institutions decreased from 55% to 51% of total public institutions.

Between 1970 and 1975, both the undergraduate enrollment and number of undergraduate degrees awarded in state colleges and universities experienced an increase. These findings confirmed and extended the 1970 findings reported in the 1973 study in which both areas increased only slightly.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 19.
2. *Ibid*, p. 19.
3. *Ibid*, p. 20.

## TABLE II - 1

Opening Fall Degree Credit Enrollments 1970 and 1975
By Level, By Type of Institution, By Type of Control

| Control and Type of Institution | Degree Credit Enrollments 1970 and 1975 | | | | | |
|---|---|---|---|---|---|---|
| | Total Students | | Undergraduate Students | | Graduate Students | |
| | 1970 | 1975 | 1970 | 1975 | 1970 | 1975 |
| Public | | | | | | |
| 4 Year | | | | | | |
| SCU | 1,703,076 | 2,527,430 | 1,392,495 | 1,829,958 | 247,098 | 459,986 |
| Other Public | 2,463,924 | 2,259,799 | 2,085,022 | 1,738,277 | 378,902 | 395,812 |
| Subtotal | 4,167,000 | 4,787,229 | 3,541,000 | 3,568,235 | 626,000 | 855,798 |
| 2 Year | 1,375,000 | 2,104,193 | 1,375,000 | 1,757,714 | - - - - | - - - - |
| Total Public | 5,542,000 | 6,891,422 | 4,916,000 | 5,325,949 | 626,000 | 855,798 |
| Private | | | | | | |
| 4 Year | 1,957,000 | 2,118,896 | 1,637,000 | 1,477,747 | 320,000 | 338,292 |
| 2 Year | 109,000 | 99,565 | 109,000 | 90,858 | - - - - | - - - - |
| Total Private | 2,067,000 | 2,218,461 | 1,746,000 | 1,568,605 | 320,000 | 338,292 |
| Grand Total | 7,609,000 | 9,109,883 | 6,662,000 | 6,894,554 | 946,000 | 1,194,090 |

Sources of 1970 data: American Council on Education. *A Fact Book on Higher Education.* 1971, pp. 71.15, 71.17, 71.35.

National Center for Education Statistics. *Fall Enrollment in Higher Education 1974.* Washington, 1974, p. 8.

TABLE II - 2

Opening Fall Degree Credit Enrollments 1970, 1975

By Level, By Type of Institution, By Type of Control

| Control and Type | Total Students 1970 Number | % | Total Students 1975 Number | % | Undergraduate 1970 Number | % | Undergraduate 1975 Number | % | Graduate 1970 Number | % | Graduate 1975 Number | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Public | | | | | | | | | | | | |
| SCU | 1,703,076 | 23 | 2,527,430 | 28 | 1,392,495 | 21 | 1,829,968 | 27 | 247,098 | 26 | 459,986 | 39 |
| Other Univ. | 2,463,924 | 32 | 2,259,799 | 25 | 2,085,022 | 32 | 1,738,277 | 25 | 378,902 | 40 | 395,812 | 33 |
| 2 Year | 1,375,000 | 18 | 2,104,193 | 23 | 1,375,000 | 21 | 1,757,714 | 25 | ---- | -- | ---- | -- |
| Total | 5,542,000 | 73 | 6,891,422 | 76 | 4,916,000 | 74 | 5,325,949 | 77 | 626,000 | 66 | 855,798 | 72 |
| Private | | | | | | | | | | | | |
| 4 Year | 1,957,000 | 26 | 2,118,896 | 23 | 1,637,000 | 24 | 1,477,747 | 21 | 320,000 | 34 | 338,292 | 28 |
| 2 Year | 109,000 | 1 | 99,565 | 1 | 109,000 | 2 | 90,858 | 2 | ---- | -- | ---- | -- |
| Total | 2,067,000 | 27 | 2,218,461 | 24 | 1,746,000 | 26 | 1,568,605 | 23 | 320,000 | 34 | 338,292, | 28 |
| Grand Total | 7,608,000 | 100 | 9,109,883 | 100 | 6,662,000 | 100 | 6,894,554 | 100 | 946,000 | 100 | 1,194,090 | 100 |

Source: 1970 Data—National Center for Educational Statistics. *Fall Enrollment in Higher Education 1974.* Washington, D.C. 1974.

TABLE II - 3

Earned Degrees 1970 and 1975 by Level, by Type of Institution

| Type of Institution | Total | | Bachelor's | | Master's | | Doctorate | |
|---|---|---|---|---|---|---|---|---|
| | 1970 | 1975 | 1970 | 1975 | 1970 | 1975 | 1970 | 1975 |
| Public | | | | | | | | |
| SCU | 289,945 | 403,539 | 240,602 | 319,649 | 48,467 | 79,876 | 876 | 1,233 |
| Universities | 402,770 | 484,711 | 297,573 | 337,806 | 86,884 | 105,628 | 18,313 | 20,584 |
| Total Public | 692,715 | 888,250 | 538,175 | 657,455 | 135,351 | 185,504 | 19,189 | 21,817 |
| Private | 379,865 | 432,489 | 295,147 | 296,921 | 74,036 | 92,755 | 10,683 | 12,009 |
| Total | 1,072,591 | 1,320,739 | 833,322 | 954,376 | 209,387 | 278,259 | 29,872 | 33,826 |

Sources: American Council on Education, *A Fact Book on Higher Education.* "Earned Degrees" 1971.

National Center for Educational Statistics, *Earned Degrees Conferred: 1969 - 1970.* U.S. Government Printing Office, 1970.

National Center for Educational Statistics, *Earned Degrees Conferred: 1972-73 and 1973-74.* U.S. Government Printing Office, 1976.

**Graduate Enrollment and Earned Degrees**

The graduate enrollment in SCUs showed the greatest change of any enrollment level (see Table II-2). Between 1970 and 1975, the graduate enrollment in SCUs increased from 26% to 39% of total graduate enrollments. Other public graduate enrollments decreased from 40% to 33% of total graduate enrollments. The growth of graduate enrollment in SCUs from 247,098 students in 1970 to 459,986 students in 1975 contributed significantly to the increase in total graduate enrollment in public institutions.

Between 1970 and 1975, the number of graduate degrees awarded by SCUs also increased significantly. The number of master's degrees awarded increased from 35% of the total master's degrees awarded by all public institutions in 1970 to 43% in 1975. Concomitantly the master's degrees awarded by other public institutions decreased from 64% to 56%. The doctoral degrees awarded by SCUs increased from 5% to 6% of doctoral degrees offered by public institutions. These findings generally confirmed the 1973 report which discussed expansion in graduate programs in SCUs. However, these 1970 findings concerning a decrease in number of graduate degrees earned are contradicted by the present data. Earned graduate degrees at SCUs constituted 43% of all masters' degrees and 6% of doctoral degrees awarded by public institutions. Thus there was a significant growth in number of graduate degrees conferred by SCUs between 1970 and 1975.

**Total Enrollment and Earned Degrees**

A comparison of 1970 enrollment data with the 1975 data indicated that public institutions increased their percentage of the total enrollment in higher education from 73% to 76%. This increase occurred in SCUs and 2-year institutions in an amount sufficient to offset the decrease in total enrollment in other public institutions. This increase in enrollment in public institutions occurred at the expense of private institutions, which declined in enrollment from 27% of the total enrollment in 1970 to 24% of the total enrollment in 1975. These data confirmed the trend identified in both previous studies, which reported the major growth in public rather than private institutions.[4]

Another trend found significant in the previous studies and confirmed by the present study was the expansion of graduate enrollment and earned degrees awarded in SCUs. As in the second report in 1973, SCUs and private 4-year institutions both experienced graduate enrollment increases (see Table II-1).

4. *Ibid*, p. 21.

**Analysis of Fall Enrollment by Institution Size**

The trend of increasing enrollments in SCUs reported in 1969 and 1974 continued. In 1973, SCUs of 6,000 or more students enrolled 71% of all the students attending state colleges and universities.[5] The 1973 report included predictions that SCUs would move toward a modal enrollment size in excess of 4,000 students.[6] The present 1975 data confirmed these predictions (see Table II-4). Although no dramatic changes occurred between 1970 and 1975, the per cent of institutions with a total enrollment between 4,000 and 5,999 increased from 20% to 22%. In the same time period, the per cent of institutions with an enrollment of 10,000 to 14,999 students decreased from 12% to 9%. The differences of sample size of N = 267 in 1970 and N = 222 in 1975 may have affected these results.

Additional evidence of a trend toward a 4,000 enrollment mode occurred in the institutions with enrollment of 1,000 or fewer students. The institutions with fewer than 999 students showed a decrease from 6% to 5% of the total enroilment. Correspondingly, those institutions enrolling 1,000 to 1,999 students increased from 12% to 14% of the total enrollment.

TABLE II - 4
OPENING FALL DEGREE ENROLLMENT
1970 and 1975

| Size of Institution | 1970 Total | 1970 Percent | 1975 Total | 1975 Percent |
|---|---|---|---|---|
| 15,000 and up | 20 | 7 | 16 | 7 |
| 10,000 to 14,999 | 32 | 12 | 21 | 9 |
| 6,000 to 9,999 | 54 | 20 | 44 | 20 |
| 4,000 to 5,999 | 53 | 20 | 48 | 22 |
| 2,000 to 3,999 | 60 | 23 | 50 | 23 |
| 1,000 to 1,999 | 31 | 12 | 31 | 14 |
| 0 to 999 | 17 | 6 | 12 | 5 |
| Total | 267 | 100 | 222 | 100 |

Source: 1970 data, Harcleroad, Molen, and Rayman. *The Regional State Colleges and Universities Enter the 1970s.* Table II-4.

5. *Ibid*, p. 25.
6. *Ibid*, p. 25.

**Institution Size Based on FTE Enrollment Data**

The present questionnaire provided fairly complete data concerning full-time equivalent enrollment figures and projections (Table II-5). These data demonstrated that institutions in the 4,000 - 5,000 size increased from 9% to 14% of the total. Institutions with enrollment of 5,000 to 6,000 and 8,000 to 10,000 decreased from 13% to 9% of the total.

The largest percentage of AASCU institutions continued to enroll fewer than 6,000 FTE students. However, the percent of institutions enrolling 15,000 or more FTE students continued to increase rapidly. The 15,000 to 20,000 group increased from 3.5% to 5.9% of the total between 1970 and 1975. This confirmed the trend suggested in the 1973 report.

Finally, we compared the FTE enrollment projections for 1966, 1970, and 1975 (see Figure II-1) and the actual figures for 1972 and 1975 (see Figure II-2). These data indicated that projections made by AASCU administrators closely approximated the actual enrollments. In the volatile period from 1970 to 1974-75 this represents a significant administrative achievement in prediction of future developments.

TABLE II - 5
The Size of Institutions in
1970 - 71 (Actual), 1972 - 73 and 1975 - 76 (Estimated), and 1974 - 75 (Actual)

| Size of Institution | Number of Institutions 1970-71 | Percent of Total | Estimated Number of Institutions 1972-73 | Percent of Total | Number of Institutions 1974-75 | Percent of Total | Estimated Number of Institutions 1975-76 | Percent of Total |
|---|---|---|---|---|---|---|---|---|
| Below 1,000 | 11 | 4.8 | 10 | 4.3 | 12 | 5.4 | 7 | 3.1 |
| 1,000 to 1,999 | 28 | 12.3 | 23 | 10.0 | 31 | 14.0 | 16 | 7.0 |
| 2,000 to 2,999 | 35 | 15.4 | 33 | 14.3 | 31 | 14.0 | 27 | 11.8 |
| 3,000 to 3,999 | 23 | 10.1 | 25 | 10.8 | 19 | 8.6 | 17 | 7.4 |
| 4,000 to 4,999 | 19 | 8.3 | 21 | 9.1 | 29 | 13.1 | 20 | 8.8 |
| 5,000 to 5,999 | 29 | 12.7 | 19 | 8.2 | 19 | 8.6 | 21 | 9.2 |
| 6,000 to 7,999 | 22 | 9.6 | 32 | 13.8 | 25 | 11.3 | 28 | 12.3 |
| 8,000 to 9,999 | 29 | 12.7 | 22 | 9.5 | 19 | 8.6 | 27 | 11.8 |
| 10,000 to 11,999 | 11 | 4.8 | 15 | 6.5 | 12 | 5.4 | 20 | 8.8 |
| 12,000 to 14,999 | 11 | 4.8 | 15 | 6.5 | 9 | 4.1 | 19 | 8.3 |
| 15,000 to 19,999 | 8 | 3.5 | 11 | 4.8 | 13 | 5.9 | 16 | 7.0 |
| 20,000 and above | 2 | 1.0 | 5 | 2.2 | 3 | 1.4 | 10 | 4.4 |
| Total | 228 | 100.0 | 231 | 100.0 | 222 | 100.0 | 228 | 100.0 |

Source: 1970-71, 1972-73, 1975-76 Harcleroad, Molen, and Rayman. *The Regional State Colleges and Universities Enter the 1970s.* Table II-5.

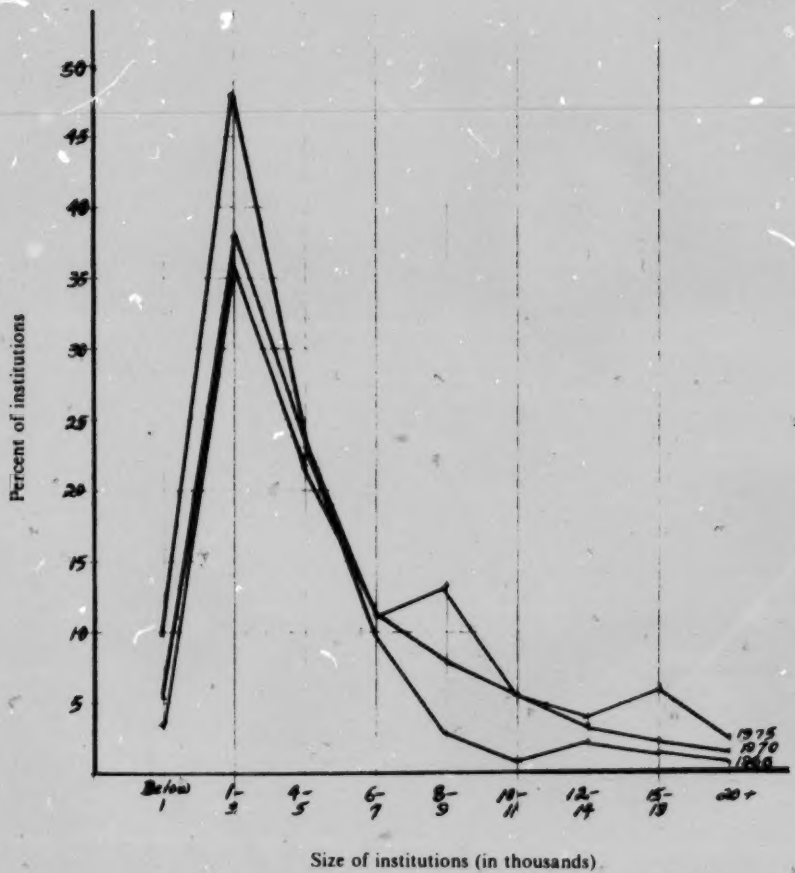


**Figure II-1. Percent of institutions at given size intervals 1966, 1970, 1975.**

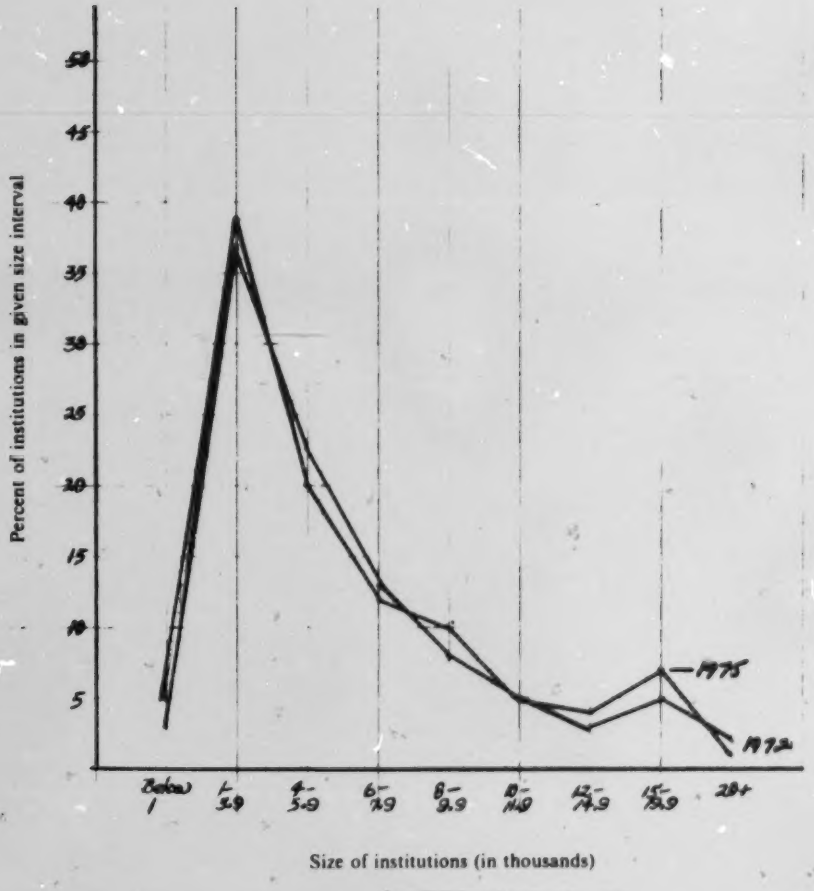


**Figure II-2. Percent of institutions at given size intervals 1972 and 1975.**

## CHAPTER 3

## UNDERGRADUATE DEGREE PROGRAMS

In both 1969 and 1973, the authors described the developments in curriculum and institution as follows:[1]

> The primary function of SCUs is instruction and apparently will remain so in the foreseeable future. Despite the obvious interest in research by some faculty and administrators and the realization of the potential of public service in some institutions, instruction still occupies the major effort, creative abilities, and physical and financial resources of the SCUs. The instructional program is changing at an accelerating rate along with the other facets of the institution. Three major changes appear evident and affect almost every aspect of the educational program: (1) the rapid development of occupational pluralism, (2) the expansion of undergraduate educational subject field disciplines, and (3) the continued rapid development of graduate and continuing education.

These observations applied as much to the situation in SCUs today as in the late 1960s and 1970. The data collected since 1970 substantiated and lent support to the earlier observations regarding developments in curriculum and instruction. This chapter presents the data collected since the 1970 study and compares these data to the previous studies.

### Occupational Pluralism

The 1973 report mentioned occupational pluralism as one of the most significant trends in SCUs. A growing diversity in sub-baccalaureate and baccalaureate programs developed in SCUs in recent years (see Tables III-1, III-2, III-3, and III-4). This documented the ongoing efforts of SCUs to respond to an increasing demand for postsecondary education in a wide variety of occupational fields.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 31.

TABLE III - 1
Analysis of Sub-Baccalaureate Degree Programs
at 242 AASCU Institutions

| Field | Offered 1973-74 | Developed 1970-74 | Planned Fall 76 | Planned Fall 79 |
|---|---|---|---|---|
| Agriculture | 10 | 2 | 4 | 1 |
| Forestry | 5 | 1 | 1 | 1 |
| Horticulture | 5 | | | 1 |
| Marketing, Merchandising, and Retail | 23 | 4 | 4 | |
| Public Administration | 8 | 1 | 2 | |
| Hotel, Motel, and Restaurant Management | 2 | 2 | | |
| Petroleum Distribution | 2 | | 1 | |
| Dental Assisting or Hygiene | 10 | | 4 | |
| Nursing | 27 | 1 | 1 | |
| Radiology & X-Ray Tech. | 6 | 3 | 4 | |
| Other Medical or Health Related Fields | 16 | 4 | 6 | 4 |
| Home Economics & Homemaking | 17 | | | |
| Accounting and Bookkeeping | 31 | 2 | 2 | |
| Business Administration and General Business | 29 | | 6 | |
| Data Programing, Processing, and Keypunch | 28 | 4 | 5 | 3 |
| Clerical, Secretarial, and Stenographic Fields | 80 | 4 | | 1 |
| Office Management | 16 | 4 | 1 | |
| Chemistry, Chemical Engineering and Technology | 13 | | 1 | 1 |
| Civil Engineering and Technology | 17 | | 1 | |
| General Science, Engineering and Technology | 11 | | 3 | |
| Mechanical Engineering & Tech. | 13 | | 1 | |
| Metallurgical Engineering & Tech. | 3 | | 3 | |
| Construction and Maintenance | 17 | | 1 | 1 |
| Drafting and Design | 32 | 2 | 3 | |
| Heating, Cooling, Plumbing, and Electrical Install. and Service | 6 | | 1 | |
| Automotive Fields | 20 | 1 | 2 | |
| Aviation Fields | 6 | | 1 | |
| Commercial Graphics and Industrial Arts | 18 | | 3 | 1 |
| Machinework | 11 | | | |
| Metal Working and Welding | 13 | 1 | 1 | |
| Leather Working | 1 | | | |
| Food Service | 14 | 1 | | |
| Police and Fire Protection Fields | 18 | 3 | | 1 |
| General Education | 19 | 2 | 2 | |
| Other | 71 | 7 | 14 | 5 |
| Total | 618 | 49 | 78 | 19 |

TABLE III - 2

Highest Number of Sub-Baccalaureate Degrees Awarded by AASCU Institutions in 1975 Sample

| Institution | Number of Degrees Awarded 1974 |
|---|---|
| City University of New York | 9,549 |
| Central State University, Oklahoma | 1,053 |
| University of South Florida | 655 |
| University of Akron | 606 |
| University of Toledo | 436 |
| Idaho State University | 421 |
| Oregon Institute of Technology | 347 |
| Weber State University | 324 |
| University of Alaska, Anchorage | 312 |
| Missouri Western University | 299 |

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TABLE III - 3

Analysis of Baccalaureate Degree Programs
at 242 AASCU Institutions

| Programs | Offered 1973-74 | Developed 1970-74 | Planned Fall 76 | Starting Fall 79 |
|---|---|---|---|---|
| Agriculture | 34 | | 1 | |
| Architecture | 7 | 1 | | |
| Biological Science | 193 | 2 | 4 | |
| Business and Commerce | 164 | 5 | 7 | 2 |
| City Planning | 12 | 1 | 2 | 3 |
| Computer Science and Systems Analysis | 70 | 8 | 16 | 8 |
| Education | 197 | 1 | 3 | 1 |
| Engineering | 49 | 1 | 1 | |
| English and Journalism | 208 | 2 | | |
| Fine and Applied Arts | 181 | 1 | 2 | |
| Folklore | 1 | | 1 | |
| Foreign Language & Literature | 187 | 1 | 2 | 1 |
| Forestry | 8 | | | 2 |
| Geography | 136 | 1 | 4 | 1 |
| Health Professions | 107 | 9 | 6 | 2 |
| Home Economics | 96 | | 1 | |
| Law | 7 | 1 | 3 | |
| Library Science | 51 | 1 | 2 | 1 |
| Mathematical Subjects | 207 | 1 | 1 | |
| Military Science | 30 | 2 | 2 | |
| Philosophy | 116 | 1 | 2 | 3 |
| Physical Sciences | 193 | 2 | 1 | 1 |
| Psychology | 181 | 3 | 3 | 1 |
| Records Management | 13 | | | |
| Religion | 25 | 1 | 2 | 1 |
| Social Sciences | 201 | 1 | 1 | 1 |
| Trade & Industrial Training | 62 | 1 | 1 | 1 |
| Other | 55 | 9 | 7 | 1 |
| Total | 2,791 | 56 | 75 | 30 |

TABLE III - 4

AASCU Institutions Awarding More Than 3,000 Baccalaureate Degrees in 1974, in Rank Order

| Institutions | Number of Degrees Awarded 1974 |
|---|---|
| City University of New York | 9,999+ |
| California State University, Long Beach | 4,651 |
| Northern Illinois University | 3,901 |
| California State University, Los Angeles | 3,801 |
| Illinois State University | 3,765 |
| University of South Florida | 3,712 |
| California State University, Northridge | 3,635 |
| San Francisco State University | 3,347 |
| California State University, Sacramento | 3,271 |
| California State University, Fullerton | 3,266 |
| Bowling Green State University | 3,069 |
| California State University, Fresno | 3,042 |



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Teacher education remained the single largest field of instruction at most state colleges and universities. However, the vestiges of teacher education as reflected in institutional names continued to decline. Harris Teachers College remained the only institution in the present sample which continued to carry the name Teachers College.

The District of Columbia Teachers College, although presently continuing to emphasize teacher education, planned to merge with Federal City College and Washington Technical Institute in 1976 to become a land-grant university. Such a merger would obviously broaden the teacher education focus to a more comprehensive program.

**Business**

Of the 242 AASCU-type institutions in the present study, five developed new baccalaureate degree programs in business and commerce by 1975. Another eight institutions implemented new baccalaureate level degree programs in computer science and systems analysis. Taken together, these two business-related fields represented the largest area of growth in baccalaureate degree programs in AASCU-type institutions (see Table III-3) during this period.

Further expansion of business-related programs occurred in sub-baccalaureate fields. New sub-baccalaureate programs were implemented in accounting, marketing, clerical and stenographic studies, and office management (see Table III-1).

Thus, at both sub-baccalaureate and baccalaureate levels, business-related fields accounted for a total of 27 of the new degree programs implemented in the 242 AASCU-type institutions in 1975.

**Health Sciences**

Another of the most rapidly developing groups of occupational majors continued to be the health sciences. Of the 242 institutions surveyed, 8 implemented new sub-baccalaureate programs in health fields (see Table III-1). In addition, 9 baccalaureate degree programs developed between 1970 and 1975 (see Table III-3). These nine baccalaureate level programs represented the largest single area of recent growth in baccalaureate degree programs in AASCU-type institutions.

**Expansion in the Liberal Arts and Sciences**

Another major area of curricular change in SCUs continued to be the expansion of liberal arts and sciences at the undergraduate level. The trend toward expansion in liberal arts and science curricula discussed in the 1970 study[2] continued through 1974-1975, but at a decreased rate (see Table III-3).

New baccalaureate programs developed between 1970 and 1974-1975 AASCU-type institutions included 2 programs in each of the following areas: English and journalism, biological sciences and physical sciences (see Table III-3). Three new baccalaureate level programs developed in psychology during the same period.

As predicted in the 1973 report, SCUs expanded their liberal arts and science offerings. However, the trend apparently peaked and the rate of growth by 1974-1975 had slowed down materially.

**Sub-baccalaureate Occupational Fields**

The diversity of sub-baccalaureate programs discussed in the 1973 study suggested a trend which continued in the present study. Among the 242 institutions in the present study, 49 new sub-baccalaureate level degree programs developed in 1970-74. These findings verified several of the broad trends outlined in the Eastern Kentucky University studies entitled *Less - Than - Baccalaureate Level Technical Education Programs in Higher Education* and *Less - Than - Baccalaureate Level Technical Education Programs in Four-Year Public Colleges and Universities.*[3] The conclusions from the 1976 Eastern Kentucky study, verified by these present data, appear below.[4]

## CONCLUSIONS

1. Member institutions of AASCU (and NASULGC) continue to be involved to a considerable extent in providing technical programs of less-than-baccalaureate level. Their involvement increased sharply between 1967 and 1971 and again by 1975.

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2. *Ibid*, p. 35.

3. John Rowlett, *Less-Than-Baccalaureate Level Technical Education Programs in Higher Education* (Richmond, Ky.: Eastern Kentucky University, June 1971); and Robert R. Martin, *Less-Than-Baccalaureate Level Technical Education Programs in Four-Year Public Colleges and Universities.* (Richmond, Ky.: Eastern Kentucky University, January 1976).

4. It should be pointed out that the Eastern Kentucky University study included both AASCU and NASULGC institutions and thus is not strictly comparable to the AASCU data utilized in our present study.

2. Enrollments in less-than-baccalaureate level technical programs also increased dramatically between 1967 and 1971 and again by 1975.

3. (As 91 institutions indicated that they intend to add or expand 334 less-than-baccalaureate level programs prior to 1980) it would appear that further substantial increases in both programs and enrollments will be realized.

4. The most significant trend in the development of less-than-baccalaureate level technical programs continues to be the very sharp increases in both the number of programs and the student enrollment in these programs.

On the basis of the present data, expansion in sub-baccalaureate level degree programs continued to provide a variety of offerings in specialized fields. Major growth occurred in health-related fields and business-related programs between 1970 and 1974-1975. From the present data, continued growth was predicted in those occupational fields in 1976 and 1979 (see Table III-1).

Several SCUs awarded more than 290 sub-baccalaureate level degrees in 1974. The City University of New York, representing system-wide offerings, conferred 9,549 sub-baccalaureate degrees (see Table III-2). The large number of sub-baccalaureate degrees conferred by AASCU-type institutions attested to the commitment to diversity which characterized this type of institution.

**Baccalaureate Degree Programs**

In addition to prior comments concerning growth in health-related and business-related fields and in the liberal arts and sciences, several specific patterns deserve mention. The respondents to the questionnaire anticipated continued growth in 1976 and 1979 at this educational level (see Table III-3), although at a markedly decreasing rate.

The large number of baccalaureate degrees conferred by AASCU-type institutions in 1974-1975 further attested to their significant role in meeting postsecondary education needs (see Table III-4). Although the figures for City University of New York representing system-wide totals may appear spuriously high, eleven other institutions in the study conferred more than 3,000 baccalaureate degrees in 1974. The majority of these eleven institutions represented the California State University system which serves that megastate so extensively.

## CHAPTER 4

## GRADUATE DEGREE PROGRAMS

In the 1970 report, rapid expansion in graduate offerings characterized the SCUs.[1] This trend accurately described the present graduate effort in AASCU-type institutions. Growth continued at the intermediate specialist level, masters' degree level, and in doctoral degree offerings.

Growth in intermediate specialist level programs, although minimal in comparison with other graduate programs, increased steadily. In 1974, only 2 new intermediate programs developed among the 242 institutions in the sample. However, these same institutions planned 11 new intermediate programs for the Fall of 1976 and 5 additional programs for 1979 (see Table IV-1). These planned programs reflected an increasing diversity of subject field. From the traditional intermediate specialist degree programs in education, SCUs expanded to offer programs in psychology, physical sicence, and social science. Plans for 1979 indicated further expansion to other liberal arts programs.

One indication of the popularity of intermediate programs was the number of intermediate degrees awarded by AASCU-type institutions in 1974. From the present study of 242 institutions, 11 institutions reported awarding 40 or more intermediate degrees in 1974 (see Table IV-2).

Master's degree programs at SCUs expanded at a steady rate, increasing to 43% of master's degrees awarded by all public institutions. The 1973 report showed a trend toward expansion of master's degree programs in special education, especially in the areas of education of exceptional children, emotionally disturbed children, and crippled children.[2] Present data supported this trend, but indicated the greatest growth in programs of early childhood education (see Table IV-5). Steady growth also occurred in the areas of administration and counseling and guidance. These findings confirmed the trends predicted in the 1973 report.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 39.
2. *Ibid*, p. 39.

TABLE IV - 1

Analysis of Intermediate Degree Programs at 242 AASCU Institutions

| Programs | Offered 1973-74 | Developed 1970-74 | Planned Fall 76 | Starting Fall 79 |
|---|---|---|---|---|
| Agriculture | | | | |
| Architecture | | | | |
| Biological Science | 6 | | | |
| Business and Commerce | 6 | | | |
| City Planning | | | | |
| Computer Science and Systems Analysis | | | | |
| Education | 61 | 2 | 5 | 2 |
| Engineering | 1 | | | |
| English and Journalism | 4 | | | 1 |
| Fine and Applied Arts | 5 | | | |
| Folklore | | | | |
| Foreign Language & Literature | | | | 1 |
| Forestry | | | | |
| Geography | 2 | | | |
| Health Professions | 1 | | | |
| Home Economics | 2 | | | |
| Law | 3 | | | |
| Library Science | 4 | | | |
| Mathematical Subjects | 5 | | | 1 |
| Military Science | | | | |
| Philosophy | 2 | | | |
| Physical Sciences | 3 | | 1 | |
| Psychology | 9 | | 4 | |
| Records Management | | | | |
| Religion | 1 | | | |
| Social Sciences | 5 | | 1 | |
| Trade & Industrial Training | 2 | | | |
| Other | 3 | | | |
| Total | 125 | 2 | 11 | 5 |

TABLE IV - 2

AASCU-Type Institutions Offering More Than Forty (40) Intermediate Degrees in 1974, in Rank Order

| Institutions | Number of Degrees Awarded 1974 |
|---|---|
| City University of New York | 293 |
| California State University, Sacramento | 190 |
| Southern Connecticut State College | 97 |
| Northern Illinois University | 73 |
| North Carolina Central University | 72 |
| Eastern Michigan University | 64 |
| University of Toledo | 54 |
| Georgia Southern University | 50 |
| Central Missouri University | 45 |
| Appalachian State University | 43 |
| Western Illinois University | 42 |

In the analysis of master's degrees by broad field, the findings confirmed the 1973 report which described expansion in the master's degree programs in education and the health professions. Expansion of graduate programs in health professions occurred at an accelerated rate. From 4 programs reported in 1966, the health professions expanded to 13 programs in 1970 and 33 programs in 1974-75 (see Table IV-3). An additional 4 programs by 1976 and 8 more by 1979 were reported in the present data (see Table IV-4).

The field of computer science and systems analysis continued to show a proliferation of master's degree programs. Although only 14 programs existed in 1974-1975, 10 new programs for 1976 and 4 for 1979 were planned (see Table IV-4). In the field of psychology, the number of programs increased from 46 in 1966 to 72 in 1970 and 90 in 1974-1975 (see Table IV-3). Continuing growth in psychology programs was reported for 1976 with 9 new programs planned (see Table IV-4). Although other increases were shown in fields such as city planning, the limited number of total programs detracted from the significance of these results.

Additional indication of the expansion in master's degree programs occurred by ranking those institutions in the sample which awarded 1,000 or more master's degrees in 1974 (see Table IV-6). Although the City University of New York's system-wide report appeared to skew the data spuriously high, the fact that nine other SCUs in the sample each awarded more than 1,000 degrees, testified to the popularity of these programs in SCUs.

The greatest area for expansion in graduate programs in SCUs occurred in the development of additional doctoral degree offerings. Fourteen different doctoral degrees developed in 45 AASCU-type institutions by 1974-1975 (see Table IV-7). Although other institutions were known to offer doctoral work, only those responding to the questionnaire were included in the present discussion and tabulations. The diversity in doctoral offerings reflected the continuing efforts of SCUs to meet newly defined postsecondary education needs. Six of the sample institutions reported the development of Doctor of Arts programs. These programs, suggested by Dunham[3] as appropriate for SCUs, confirmed the trend predicted in the 1973 report toward development of the new Doctor of Arts degree.[4]

The diversity in other doctoral degree offerings indicated a trend toward multiple doctoral degrees in a single institution. For example, the University of

3. Dunham, E. Alden, *Colleges of the Forgotten Americans*, New York: McGraw-Hill, 1969.

4. Harcleroad, Molen, and Rayman, *The Regional Colleges and Universities Enter the 1970s*, p. 47.

TABLE IV - 3

Master's Degree Programs by Broad Field 1966-67, 1970-71, 1974-75

| Broad Field | Number of Institutions Offering Programs 1966-67 | 1970-71 | 1974-75 |
|---|---|---|---|
| Agriculture | 7 | 10 | 10 |
| Architecture | 1 | 3 | 4 |
| Biological Science | 83 | 96 | 114 |
| Business and Commerce | 58 | 68 | 92 |
| City Planning | 1 | 2 | 11 |
| Computer Science and Systems Analysis | 3 | 2 | 14 |
| Education | 192 | 154 | 164 |
| Engineering | 18 | 21 | 26 |
| English and Journalism | 91 | 104 | 121 |
| Fine and Applied Arts | 78 | 77 | 81 |
| Folklore | | 1 | 2 |
| Foreign Language and Literature | 49 | 57 | 59 |
| Forestry | 8 | 4 | 3 |
| Geography | 29 | 41 | 51 |
| Health Professions | 4 | 13 | 33 |
| Home Economics | 32 | 40 | 44 |
| Law | 1 | 1 | 2 |
| Library Science | 28 | 29 | 32 |
| Mathematical Subjects | 79 | 95 | 110 |
| Military Science | | | 1 |
| Philosophy | 18 | 23 | 23 |
| Physical Sciences | 82 | 80 | 91 |
| Psychology | 46 | 72 | 90 |
| Records Management | | 3 | 1 |
| Religion | 1 | 3 | 1 |
| Social Sciences | 91 | 99 | 107 |
| Trade and Industrial Training | 38 | 24 | 29 |
| Other | | | 33 |
| Total | 1,038 | 1,122 | 1,349 |

Sources: 1966-67 data from Harcleroad, Sagen, and Molen, *The Developing State Colleges and Universities.* 1969.
1970-71 data from Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s.* 1973.

TABLE IV - 4
Analysis of Master's Degree Programs
at 242 AASCU Institutions

| Programs | Offered 1973-74 | Developed 1970-74 | Planned Fall 76 | Starting Fall 79 |
|---|---|---|---|---|
| Agriculture | 10 | 1 | | |
| Architecture | 4 | | 6 | 3 |
| Biological Science | 114 | 3 | 6 | 3 |
| Business and Commerce | 92 | 4 | 8 | 7 |
| City Planning | 11 | 1 | 2 | 2 |
| Computer Science and Systems Analysis | 14 | 3 | 10 | 4 |
| Education | 164 | 1 | 3 | |
| Engineering | 26 | | 3 | 1 |
| English and Journalism | 121 | 3 | 4 | 1 |
| Fine and Applied Arts | 81 | 3 | 2 | 5 |
| Folklore | 2 | | | |
| Foreign Language and Literature | 59 | 3 | 3 | 1 |
| Forestry | 3 | | | 1 |
| Geography | 51 | 3 | 1 | 2 |
| Health Professions | 33 | | 4 | 8 |
| Home Economics | 44 | | 2 | 1 |
| Law | 2 | | | |
| Library Science | 32 | 2 | | 2 |
| Mathematical Subjects | 110 | 2 | 3 | 1 |
| Military Science | 1 | | | |
| Philosophy | 23 | | | |
| Physical Sciences | 91 | 1 | 6 | |
| Psychology | 90 | 6 | 9 | 1 |
| Records Management | 1 | | | |
| Religion | 1 | | | |
| Social Sciences | 107 | 2 | 3 | 2 |
| Trade & Industrial Training | 29 | | 3 | |
| Other | 33 | 1 | 13 | 3 |
| Total | 1,348 | 39 | 85 | 45 |

TABLE IV - 5
Analysis of Specialized Areas in Education
at 242 AASCU Institutions

| Broad Field | Offered 1973-74 | Developed 1970-74 | Planned Fall 76 | Starting Fall 79 |
|---|---|---|---|---|
| Administration | 113 | 1 | 6 | |
| Adult | 27 | | 3 | |
| Agriculture | 16 | | | |
| Art | 103 | | 1 | |
| Blind Children | 18 | | | 1 |
| Business and Commerce | 105 | | 1 | |
| Crippled Children | 24 | 1 | | 1 |
| Curriculum and Instruction | 81 | 2 | 1 | 1 |
| Deaf Children | 33 | 1 | 1 | 1 |
| Early Childhood | 122 | 3 | 8 | |
| Educational Psychology | 63 | 1 | 1 | |
| Elementary | 187 | 1 | | |
| Emotionally Disturbed Children | 70 | 1 | 3 | |
| Exceptional Children | 78 | 1 | 4 | |
| General Education and Teaching | 125 | 1 | | |
| Guidance and Counseling | 131 | 2 | 5 | 1 |
| Health Education | 94 | | 2 | 3 |
| History, Philosophy, and Comparative Studies | 57 | | | |
| Home Economics | 77 | | | |
| Mentally Retarded Children | 101 | 2 | 3 | |
| Music | 129 | | 2 | |
| Nursery and Kindergarten | 80 | 2 | 1 | |
| Physical Education | 142 | | 1 | 2 |
| Recreation | 59 | 4 | 7 | 2 |
| Rehabilitation Counseling | 30 | | 1 | |
| Retail Selling | 15 | 1 | | |
| Secondary | 167 | 1 | | |
| Speech and Hearing Problems | 90 | 2 | | 1 |
| Trade and Industrial Arts | 75 | | 2 | |

TABLE IV - 6

AASCU Institutions Awarding 1,000 or More Master's Degrees in 1974, in Rank Order

| Institutions | Number of Degrees Awarded 1974 |
|---|---|
| City University of New York | 6,203 |
| Ball State University | 1,770 |
| Eastern Michigan University | 1,612 |
| Northern Illinois University | 1,471 |
| San Francisco State University | 1,200 |
| Emporia Kansas State College | 1,094 |
| California State University, Los Angeles | 1,072 |
| University of Northern Colorado | 1,067 |
| Central Michigan University | 1,024 |
| East Texas State University | 1,015 |

TABLE IV - 7
Doctoral Degrees Offered 1975 - 1976

| Degree | Number of Institutions | Name of Institutions |
|---|---|---|
| Doctor of Education | 32 | |
| Doctor of Philosophy | 28 | |
| Doctor of Arts | 6 | University of Northern Colorado<br>Illinois State University<br>Middle Tennessee State University<br>Indiana State University<br>Ball State University<br>Idaho State University |
| Doctor of Engineering | 2 | Cleveland State University<br>Northern Illinois University |
| Doctor of Musical Arts | 3 | University of Southern Mississippi<br>North Texas State University<br>Bowling Green State University |
| Doctor of Music Education | 3 | University of Southern Mississippi<br>Memphis State University<br>University of Northern Colorado |
| Juris Doctor | 3 | Memphis State University<br>University of Toledo<br>University of Maine—Portland/Gorham |
| Doctor of Business Administration | 1 | Louisiana Tech University |
| Doctor of Engineering Science | 1 | New Jersey Institute of Technology |
| Doctor of Fine Arts | 2 | University of Southern Mississippi<br>North Texas State University |
| Doctor of Social Welfare | 1 | City University of New York |
| Doctor of Computer Science | 1 | University of Southwestern Louisiana |
| Doctor of Modern Languages | 1 | University of Southern Mississippi |
| Doctor of Science | 1 | Wright State University |

Southern Mississippi reported the Doctor of Fine Arts, Doctor of Musical Arts, Doctor of Music Education, and Doctor of Modern Languages in addition to the Ph. D. and Ed. D. degrees.

Of the 45 sample institutions with doctoral programs, 31 reported the actual award of doctoral degrees in 1974 (see Appendix 3). From these 31 institutions, 1,634 degrees were awarded. This substantiated the trend predicted in the 1973 study toward expansion of doctoral programs in SCUs.[5] Eight of the sample institutions reported awarding more than one hundred doctoral degrees in 1974 (see Table IV-9).

The analysis of doctoral programs by broad field (see Table IV-8) indicated the growth in doctoral programs in education. This continuing trend confirmed the commitment of SCU's to teacher education. The other field of greatest growth, biological sciences, showed support of the trend toward environmental sciences as a newly developing field of study.

**Degree Program Planning**

Some emphasis in the 1973 study centered around the apparent lack of degree program planning in many AASCU-type institutions.[6] A summary analysis of AASCU-type institutions in the present study confirmed the development of new program offerings (see Table IV-10). Specific data concerning implementation of planned programs was not available in the present study. However, the numerous planned offerings for 1976 and 1979 reported by the sample institutions, substantiated the efforts toward program planning in these institutions. The diversity of these planned program offerings demonstrated the continuing commitment of AASCU-type institutions toward flexibility and response to changing needs.

5. *Ibid*, p. 43.
6. *Ibid*, p. 47.

TABLE IV - 8
Analysis of Doctoral Degree Programs
at 242 AASCU Institutions

| Field | Offered 1973-74 | Developed 1970-74 | Planned Fall 76 | Planned Fall 79 |
|---|---|---|---|---|
| Agriculture | | | | |
| Architecture | | | | |
| Biological Science | 15 | | 2 | 5 |
| Business and Commerce | 4 | | | 3 |
| City Planning | | | | 2 |
| Computer Science and Systems Analysis | 1 | | | |
| Education | 26 | 1 | 7 | 9 |
| Engineering | 6 | | 2 | 2 |
| English and Journalism | 13 | | | |
| Fine and Applied Arts | 7 | | | |
| Folklore | | | | |
| Foreign Language & Literature | 3 | | | |
| Forestry | | | | 1 |
| Geography | 2 | | | |
| Health Professions | 3 | | 1 | |
| Home Economics | | | | |
| Law | 1 | | | |
| Library Science | 1 | | | |
| Mathematical Subjects | 10 | 1 | 2 | 1 |
| Military Science | | | | |
| Philosophy | 2 | | | |
| Physical Sciences | 13 | | | 3 |
| Psychology | 10 | 1 | 2 | 2 |
| Records Management | | | | |
| Religion | 1 | | | |
| Social Sciences | 10 | 1 | 3 | 2 |
| Trade & Industrial Training | 1 | | | 1 |
| Other | 2 | | | 3 |
| Total | 131 | 4 | 19 | 34 |

Table IV - 9
AASCU Institutions in Sample Awarding 100 or More Doctoral Degrees in 1974, by Institution, by Number of Degrees, in Rank Order

| Institutions | Number of Degrees |
|---|---|
| University of Akron | 235 |
| City University of New York | 205 |
| College of William and Mary | 180 |
| University of Toledo | 178 |
| University of Northern Colorado | 159 |
| University of Southern Mississippi | 150 |
| North Texas State University | 123 |
| Northern Kentucky State College | 103 |

TABLE IV - 10
Summary Analysis of AASCU Degree Program Planning 1970 - 1975

| Level | Planned 1970-72 | Offered 1972 | Developed 1970-74 | Offered 1973-74 | Planned Fall 76 | Starting Fall 79 |
|---|---|---|---|---|---|---|
| Sub-baccalaureate | 81 | 63 | 49 | 618 | 78 | 19 |
| Baccalaureate | 95 | 142 | 56 | 2,791 | 75 | 30 |
| Master's Programs (ED) | 70 | 55 | | | | |
| Master's Programs (non ED) | 121 | 58 | 39 | 1,349 | 85 | 45 |
| Intermediate | 34 | 19 | 27 | 2,412 | 53 | 13 |
| Education Doctorate | 3 | 1 | | | | |
| Doctor of Arts | 11 | 5 | 4 | 131 | 19 | 34 |
| Doctor of Philosophy | 19 | 7 | | | | |
| Totals | 434 | 350 | 175 | 7,301 | 310 | 141 |

Source: Harcleroad, Molen, and Rayman, page 46.

# CHAPTER 5

## RECENT CURRICULUM INNOVATIONS

The 1973 report offered a discussion of various interpretations of the term "innovation." Reactions of educators to the survey of "innovative" programs varied from a consideration of "anything new" as innovative to a belief that nothing innovative exists because everything developed previously and is recycled.[1] Similar reactions occurred in the present study, so that interpretation of the data involved a certain assumption that innovations indeed existed and developed periodically in response to identified needs.

In the questionnaire, AASCU-type institutions responded to requests for information concerning current innovative programs and future plans. The responses documented the 1970 study in several areas. The widespread involvement of SCUs in Area Studies Programs and Learning Resource Centers continued (see Table V-2). Learning Resource Centers replaced Area Studies as the largest of the program areas studied (see Figure V-1). Special Field Work increased in popularity, especially in smaller institutions (see Figure V-2). Computer - Assisted Instruction also expanded between 1970 and 1975 (see Table V-1).

One conclusion of the 1970 study was that institutional size and the number of innovative programs in operation were direct correlates.[2] Present data contradicted these conclusions and suggested that institutional size, although related to innovations, showed no direct linear relationship. From the present data recent innovations appeared in moderately - sized institutions rather than in either the larger or smaller institutions (see Table V-2). This trend supported the contention that innovations developed in response to a need for variety as a mechanism for survival in a time of shifting enrollments. Since enrollments in SCUs increased steadily and SCUs grew larger in general, those institutions of lesser size may have developed innovations in an attempt to continue to operate at existing levels or to continue some modest growth.

1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 49.
2. *Ibid*, p. 50.

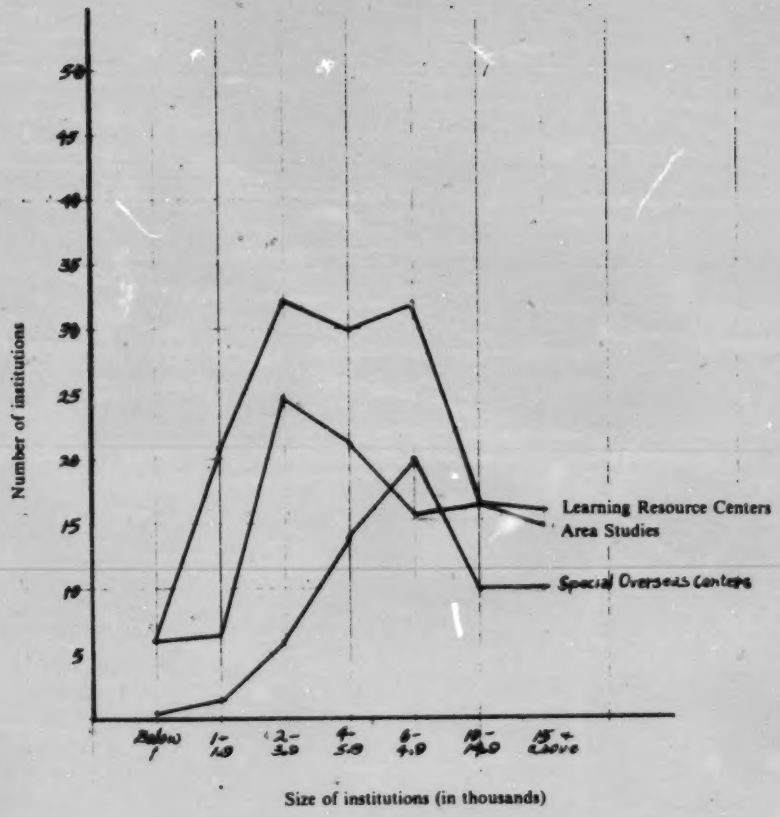


**Figure V-1. Innovations by size of institution.**

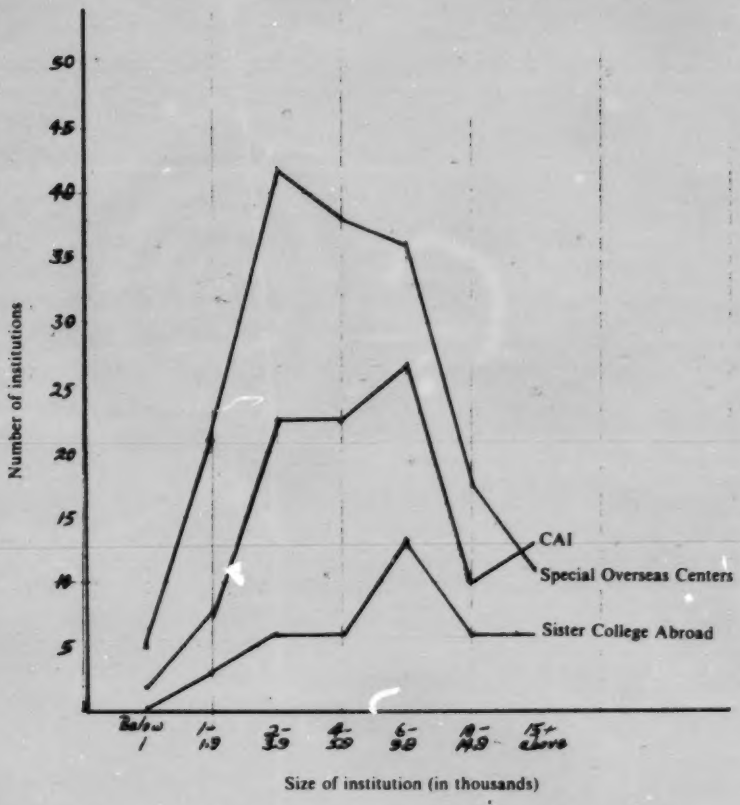


**Figure V-2. Innovations by size of institution.**

TABLE V - 1

Innovative Programs by Size of Institution, 1970 and 1975

| Type of Innovation | Enrollment (in thousands) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 15 & Above | | 10–14.9 | | 6–9.9 | | 4–5.9 | | 2–3.9 | | 1–1.9 | | 0–.9 | | Total | |
| | 70 | 75 | 70 | 75 | 70 | 75 | 70 | 75 | 70 | 75 | 70 | 75 | 70 | 75 | 70 | 75 |
| Learning Resource Centers | 6 | 16 | 15 | 17 | 31 | 32 | 26 | 29 | 29 | 33 | 15 | 21 | 4 | 6 | 129 | 154 |
| Area Studies Programs | 9 | 15 | 11 | 11 | 28 | 16 | 22 | 23 | 12 | 25 | 6 | 7 | 2 | 1 | 90 | 104 |
| Special Overseas Areas | 8 | 10 | 6 | 10 | 12 | 20 | 8 | 14 | 5 | 7 | 1 | 2 | 0 | 0 | 40 | 63 |
| Sister College Abroad | 2 | 6 | 3 | 6 | 12 | 14 | 10 | 7 | 9 | 7 | 2 | 4 | 0 | 0 | 38 | 44 |
| Special Field Work | 5 | 11 | 9 | 17 | 25 | 36 | 27 | 38 | 13 | 43 | 6 | 22 | 5 | 5 | 90 | 172 |
| Computer-Assisted Instruction | 5 | 14 | 7 | 10 | 15 | 27 | 8 | 23 | 13 | 23 | 9 | 8 | 0 | 1 | 57 | 106 |
| Innovative Administration Changes | 2 | 4 | 5 | 3 | 13 | 8 | 14 | 9 | 7 | 13 | 7 | 7 | 1 | 1 | 49 | 45 |
| Other Innovative Changes | 0 | 0 | 7 | 4 | 13 | 9 | 8 | 13 | 4 | 4 | 3 | 5 | 0 | 1 | 37 | 36 |
| Total | 37 | 76 | 63 | 84 | 149 | 162 | 123 | 156 | 92 | 155 | 49 | 76 | 12 | 15 | 528 | 724 |

TABLE V - 2
Innovations by Size of Institution
1975 (Actual) and Future Predictions

| Type of Innovation | Enrollment (in thousands) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 15 & Above | | 10–14.9 | | 6–9.9 | | 4–5.9 | | 2–3.9 | | 1–1.9 | | 0.9 | | Total | |
| | # of Inst. | | # of Inst. | | # of Inst. | | # of Inst. | | # of Inst. | | # of Inst. | | # of Inst. | | | |
| | 75 | Fut. | 75 | Fut. | 75 | Fut. | 75 | Fut. | 75 | Fut. | 75 | Fut. | 75 | Fut. | 75 | Fut. |
| Learning Resource Centers | 16 | 3 | 17 | 4 | 32 | 10 | 29 | 15 | 33 | 12 | 21 | 12 | 6 | 0 | 154 | 56 |
| Area Studies Programs | 15 | 4 | 17 | 4 | 16 | 6 | 23 | 11 | 25 | 11 | 7 | 5 | 1 | 1 | 104 | 42 |
| Special Overseas Areas | 10 | 1 | 10 | 4 | 20 | 6 | 14 | 5 | 7 | 3 | 2 | 1 | 0 | 0 | 63 | 20 |
| Sister College Abroad | 6 | 1 | 6 | 1 | 14 | 2 | 7 | 4 | 7 | 7 | 4 | 0 | 0 | 1 | 44 | 16 |
| Special Field Work | 11 | 5 | 17 | 3 | 36 | 12 | 38 | 8 | 43 | 12 | 22 | 9 | 5 | 3 | 172 | 52 |
| Computer-Assisted Instruction | 14 | 3 | 10 | 6 | 27 | 15 | 23 | 12 | 23 | 17 | 8 | 14 | 1 | 1 | 106 | 68 |
| Innovative Administration Changes | 4 | 1 | 3 | 4 | 8 | 9 | 9 | 8 | 13 | 12 | 7 | 6 | 1 | 1 | 45 | 41 |
| Other Innovative Changes | 0 | 0 | 4 | 1 | 9 | 4 | 13 | 4 | 4 | 3 | 5 | 3 | 1 | 0 | 36 | 15 |
| Totals | 76 | 18 | 84 | 27 | 162 | 64 | 156 | 67 | 155 | 77 | 76 | 50 | 15 | 7 | 724 | 310 |

Additional data concerning innovations appeared in the responses to the survey request for listing "other" innovations. A wide variety of "other" innovations were reported, some of which appear in Table V-3. Increasing popularity of interdisciplinary programs and weekend colleges confirmed the earlier studies which predicted such developments.[3]

Continuing involvement of AASCU-type institutions in international programs supported the commitment of AASCU to international understanding. Special overseas areas and Sister Colleges Abroad were reported by approximately 40 of the sample institutions. For example, Bemidji State College reported a foreign study program and Minot State College offered student teaching abroad. The University of Wisconsin at Superior and Whitewater also described their involvement in programs abroad (see Table V-3).

Among the "other" innovations listed by AASCU-type institutions, the University of Maine at Farmington mentioned its program in basketball coaching and the University of Tennessee at Nashville reported its Senior Citizen Program. These unique offerings further indicted the widely differing responses of SCUs to locally-identified needs.

Innovations in degree programs included the time-shortened degrees offered by Appalachian State University and by the State University of New York Colleges at Cortland, Fredonia, and Geneseo. Western Carolina University described plans for implementing an umbrella degree program in the near future.

Regardless of the motivation behind the implementation of curricular innovations, the wide variety of innovations offered in AASCU- type institutions substantiated the ongoing flexibility to those economic, social, or political forces which affect American colleges and universities.

3. *Ibid*, p. 55.

TABLE V - 3

Summary of Other Innovations - Present and Future

as Listed by Sample AASCU Institutions, 1975

| Type of Innovation | 1975 | Future | Institution(s) |
|---|---|---|---|
| Basketball Coaching | x | | University of Maine- Farmington |
| Contracts | x | | Jackson State College |
| Cooperative Education | x | | Saginaw Valley State College |
| Foreign Study | x | | Bemidji State College |
| Individualized Baccalaureate | x | | Winona State College |
| Interdisciplinary Program | | x | East Texas State University |
| | x | x | Eastern Washington State |
| | x | | University of Northern Colorado |
| | | x | University of Maine- Farmington |
| Living-Learning Center | x | | College of William and Mary |
| Open College | x | | Salem State College |
| Program Abroad | x | | University of Wisconsin- Superior |
| | x | | University of Wisconsin- Whitewater |
| Selected Student Program | x | | Stockton State College |
| Senior Citizen Program | x | | University of Tennessee- Nashville |
| Student Teaching Abroad | x | | Minot State College |
| Time-Shortened Degree | x | | Appalachian State University |
| | x | | SUNY- Geneseo, Fredonia, Cortland |
| Tutorial Program | x | | Ramapo College |
| Umbrella Degree Program | | x | Western Carolina University |
| Weekend College | | x | Coppin State College |
| | | x | Elizabeth City State College |
| | | x | Grand Valley State Colleges |
| | | x | Massachusetts College of Art |

## CHAPTER 6

## LIBRARIES

The 1966 and 1970 studies indicated that historically "the general expense budgets for nearly all SCUs have been relatively smaller and less flexible than those of the larger universities. As a partial result, state colleges and university libraries have been inadequate."[1] The 1970 study reported improvement in SCU libraries continuing at a rapid rate.[2]

Findings from the present study indicated a 31% increase in total mean volumes from SCU-type institutions as a whole. However, differences among regions yielded even more meaningful results. The Northeast region indicated a growth rate of 55% in mean volumes (see Table VI-1). Other regions approximating 50% increases were the Mountain-Plains, Southwest, and Midwest. The Southeast region, which showed a 54% increase between 1966 and 1970, experienced only an 18% increase between 1970 and 1975.

In contrast to these increases in percent of mean library volumes, the reporting institutions (23) from the West in 1974-75 showed a mean (330,000) which was 12% lower than the 27 which reported in 1970 (370,000). Thus, this result may have been a function of sampling differences. Nevertheless, the result deserved notice in that the West recently experienced increasing enrollments and would therefore be expected to experience corresponding increases in library holdings. However, the results fit with other recent findings concerning the changing pattern of overall support for higher education in the West.

The growth of library holdings in AASCU-type institutions by size, summarized in Table VI-2, contradicted the findings of the 1973 study. In 1970, institutions in the 10,000 to 15,000 size range showed the greatest increase in their library holdings. Conversely, in the present study, institutions in the 15,000+ range showed the greatest increase in library holdings. The initial conclusion of both the 1970 study and the present study stated that larger institutions showed the greatest increase in library holdings.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p.57.
2. *Ibid*, p. 57.

TABLE VI - 1

Average Library Volumes, 1966, 1970, 1975
and Percent Increase, 1966-1970 and 1970-1975 by Region

| Region | 1966 Number of Institutions | 1966 Mean No. of Volumes (in Thous) | 1970 Number of Institutions | 1970 Mean No. of Volumes (in Thous) | 1975 Number of Institutions | 1975 Mean No. of Volumes (in Thous) | Percent Increase in Mean No. of Volumes 1966-70 % | Percent Increase in Mean No. of Volumes 1970-75 % |
|---|---|---|---|---|---|---|---|---|
| 1) West | 29 | 178 | 28 | 370 | 23 | 331 | 108 | 12(% decrease) |
| 2) Mountain-Plains | 25 | 102 | 25 | 146 | 22 | 220 | 43 | 51 |
| 3) Southwest | 31 | 149 | 19 | 197 | 21 | 293 | 32 | 49 |
| 4) Midwest | 43 | 179 | 42 | 256 | 38 | 377 | 43 | 47 |
| 5) Southeast | 59 | 126 | 56 | 194 | 49 | 228 | 54 | 18 |
| 6) Northeast | 75 | 114 | 63 | 153 | 65 | 237 | 34 | 55 |
| Total | 263 | 139 | 233 | 209 | 218 | 273 | 50 | 31 |

Source: 1966 and 1970 data, Harcleroad, Molen, and Rayman. *The Regional State Colleges and Universities Enter the 1970s.* Page 59.

TABLE VI - 2
Average Library Volumes, 1966, 1970, 1975 by Size of Institution

| Size of Institution | 1966 Number of Institutions | 1966 Mean No. of Volumes (in Thous) | 1970 Number of Institutions | 1970 Mean No. of Volumes (in Thous) | 1975 Number of Institutions | 1975 Mean No. of Volumes (in Thous) | Percent Change in Mean No. of Volumes % 1966-70 | Percent Change in Mean No. of Volumes % 1970-75 |
|---|---|---|---|---|---|---|---|---|
| 15,000 + | 8 | 428 | 9 | 573 | 15 | 1,159 | 34 | 102 |
| 10,000-14,999 | 17 | 315 | 22 | 517 | 20 | 482 | 64 | 7 % decrease |
| 6,000-9,999 | 48 | 189 | 49 | 256 | 38 | 322 | 35 | 26 |
| 4,000-5,999 | 48 | 138 | 45 | 177 | 43 | 261 | 28 | 47 |
| 2,000-3,999 | 77 | 112 | 52 | 112 | 47 | 158 | 0 | 41 |
| 1,000-1,999 | 47 | 59 | 24 | 65 | 28 | 99 | 10 | 52 |
| 0- 999 | 17 | 37 | [illegible] | 49 | 11 | 94 | 32 | 92 |
| All Institutions | 262 | 139 | 210 | 212 | 202 | 413 | 53 | 95 |

However, the 1970 study reported little or no increase in library holdings for institutions in the 1,000 to 2,000 size range.[3] Conversely, data from the present study indicated a 52% increase for institutions in the 1,000 - 2,000 size range and a 92% increase for institutions with less than 1,000 students. These results reflected the efforts of small colleges and universities to remain competitive in offering quality postsecondary education.

Finally, graphic presentations of data from the 1954, 1966, 1970, and 1975 studies indicated the disparity of library holdings among regions (see Figure VI-1). A comparison of library holdings in AASCU-type institutions with ALA library standards (see Figure VI-2) also indicated differences. As in the 1973 study, improvement in library holdings among AASCU-type institutions indicted their efforts to approximate the ALA standards. As shown in Figure VI-2, the larger AASCU-type institutions exceeded the ALA standards.

3. *Ibid*, p. 58.

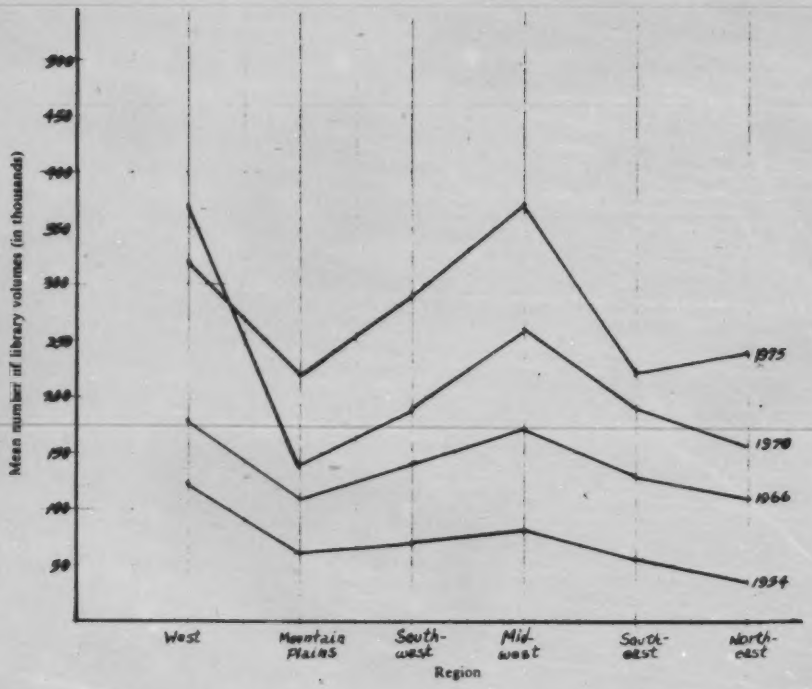
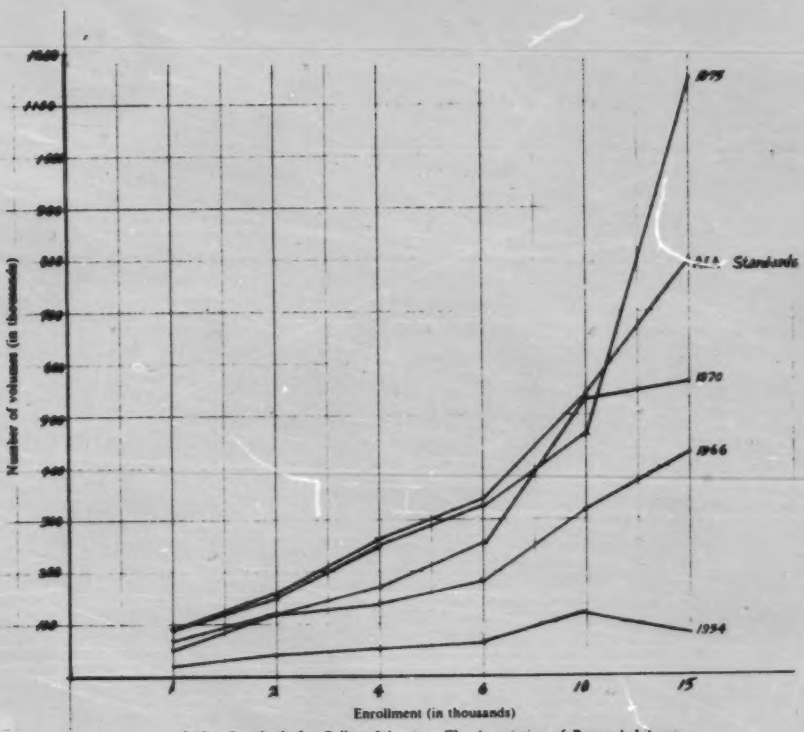



**Figure VI-1. Mean number of library volumes 1954, 1966, 1975 by region.**




*ALA Standards for College Libraries. The Association of Research Libraries, 50 East Huron Street, Chicago, Illinois, 1959.

**Figure VI-2. Mean size of AASCU libraries 1954, 1966, 1970, 1975 by institution size and a comparison to the 1959 American Library Association Standards.**

# CHAPTER 7

# FINANCES

The financial data from the present study, when compared with similar data from the 1970 study, indicated a leveling off of financial factors. Apparently, movement with the steady state, at least in terms of student/faculty ratios, was not as serious as anticipated. This chapter examined three major financial indicators and made comparisons with the 1970 data. The three areas included:

1. student-faculty ratios (S/F ratios).

2. total educational and general income.

3. percent of educational and general income from various sources.

## Student/Faculty Ratios

The 1974-1975 data generally confirmed the conclusions of the 1970 study which suggested that student/faculty ratio fluctuations would not cause changes in institutional planning.[1] Current data indicated that most SCUs continued to maintain an S/F ratio of 17:1 - 19:1 (see Table VII-1). According to present data, almost 80% of AASCU- type institutions maintained student/faculty ratios of 20:1 or below (see Table VII-2). This showed considerable improvement when compared with the 1970 and 1971 figures. Only ten SCUs continued to report student/faculty ratios above 25:1. Institutions in Florida, Georgia, Kentucky, Louisiana, Oklahoma, and Wisconsin reported student/faculty ratios of 25:1 or greater. Two institutions reported student/faculty ratios above 30:1 in 1975 (see Table VII-1). At the other extreme, a like number of institutions (10) reported student/faculty ratios of 12:1 or lower.

Comparison of the student/faculty ratios predicted in 1972 for 1974-1975 with actual data in 1974-1975 confirmed that funding plateaus reached in 1972 apparently stabilized student/faculty ratios near 20:1 (see Figures VII-1 and

1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 66.

TABLE VII - 1

THE STUDENT - FACULTY RATIO IN AASCU - TYPE INSTITUTIONS
in 1966-67, 1970-71, 1974-75 (Actual), and 1976 & 1979 (Projected)

NUMBER OF INSTITUTIONS

| Student/Faculty Ratio | 1966-67 | 1970-71 | 1974-75 | 1976 | 1979 |
|---|---|---|---|---|---|
| Below 10 - 1 | 0 | 1 | 0 | 0 | 0 |
| 10 - 1 | 3 | 1 | 0 | 0 | 0 |
| 11 - 1 | 1 | 1 | 1 | 1 | 0 |
| 12 - 1 | 1 | 2 | 9 | 9 | 4 |
| 13 - 1 | 6 | 2 | 4 | 4 | 0 |
| 14 - 1 | 9 | 7 | 5 | 5 | 6 |
| 15 - 1 | 11 | 20 | 19 | 19 | 10 |
| 16 - 1 | 25 | 25 | 18 | 18 | 16 |
| 17 - 1 | 15 | 27 | 31 | 31 | 31 |
| 18 - 1 | 10 | 22 | 29 | 29 | 33 |
| 19 - 1 | 10 | 17 | 31 | 31 | 19 |
| 20 - 1 | 15 | 26 | 26 | 26 | 37 |
| 21 - 1 | 12 | 16 | 14 | 14 | 8 |
| 22 - 1 | 13 | 13 | 17 | 17 | 19 |
| 23 - 1 | 7 | 12 | 5 | 5 | 8 |
| 24 - 1 | 4 | 5 | 8 | 8 | 5 |
| 25 - 1 | 9 | 8 | 3 | 3 | 5 |
| 26 - 1 | 3 | 5 | 1 | 1 | 2 |
| 27 - 1 | 2 | 1 | 4 | 4 | 2 |
| 28 - 1 | 1 | 0 | 0 | 0 | 0 |
| 29 - 1 | 2 | 1 | 0 | 0 | 1 |
| 30 - 1 | 0 | 0 | 0 | 0 | 0 |
| Above 30 - 1 | 0 | 2 | 2 | 2 | 1 |
| Total | 159 | 214 | 222 | 214 | 207 |

TABLE VII - 2
Student - Faculty Ratio Distribution
1967, 1971, 1975 (Actual), 1976, 1979 (Projected) by Number of Institutions
and Percent of Institutions

Institutions by Number and Percent

| Student/Faculty Ratio | 1967 Num. | % | 1971 Num. | % | 1975 Num. | % | 1976 Num. | % | 1979 Num. | % |
|---|---|---|---|---|---|---|---|---|---|---|
| Above 25:1 | 17 | 11 | 17 | 8 | 10 | 4.5 | 10 | 4.7 | 11 | 5 |
| Above 20:1 | 53 | 33 | 63 | 29 | 54 | 24 | 54 | 25 | 51 | 25 |
| At 20:1 | 15 | 9 | 26 | 12 | 26 | 12 | 26 | 12 | 37 | 18 |
| Below 20:1 | 106 | 67 | 151 | 71 | 173 | 78 | 173 | 81 | 126 | 61 |
| Total Number of Institutions | 159 | | 214 | | 222 | | 214 | | 207 | |

VII-3). The overall student-faculty ratio for 1974-1975 did not reach 20:1 as suggested in previous reports. However, the bimodal peaks at 17:1 and 19:1 (see Figure VII-1) showed movement toward a peak at 20:1. A trend toward 20:1 emerged in examining predictions for 1976 and 1979 reported by the 1975 sample institutions (see Table VII-3).

**Educational and General Income**

The institutional cost per student for 1974-1975 and projections for 1976 and 1979 indicated a dramatic increase in student cost (see Table VII-4 and Figure VII-2). In 1974-1975, 24% of the sampling institutions reported institutional costs per student of at least $2,200.00. Projections for 1976 and 1979 showed that 34% of the institutions in 1976 and 43% in 1979 expected institutional costs per student to exceed $2,200.00. This confirmed and extended the findings of the 1970 study which predicted a continuing increase from 1966.[2]

The mean amounts and percentages of educational and general income also showed some changes from the 1970 study (see Tables VII-6 and VII-7). As expected, the highest mean amounts for student fees occurred in the Northeast and Midwest regions. The lowest mean amount occurred in the Southwest which showed a correspondingly high level of state support for postsecondary education (see Table VII-6).

In comparing the 1970 and 1974-1975 percentages of income from student fees, several regional differences emerged. The percentage of income from student fees in the Mountain-Plains region dropped from 30% in 1970 to 19.96% in 1974-1975. The percentages for the Southwest region decreased from 27% to 20.62%. In both of these regions, the percentage from state funds represented less than the national mean percentage for public support (see Table VII-6). This would indicate an area of concern for educators in those regions.

The Southwest region, traditionally an area of low student fees, maintained approximately the same percentage in 1974-1975 (15%) as in 1970 (16%). The West also maintained its 10% level of student fees.

In contrast to these low levels of student fees, the Northeast region maintained its high level (33%) of student fees and moderate level (66%) of

2. *Ibid.* p. 67.

TABLE VII - 3

Percentage of the Total Number of AASCU Institutions Surveyed Which Fell into Given Student/Faculty Ratio Intervals, by Year

1975 (Actual)
1976 (Projected)
1979 (Projected)

| Student/Faculty Ratio | 1975 | % | 1976 | % | 1979 | % |
|---|---|---|---|---|---|---|
| 15 to 1 and Below | 38 | 17 | 25 | 9 | 20 | 10 |
| 16 to 1 and 17 to 1 | 49 | 22 | 50 | 23 | 47 | 23 |
| 18 to 1 and 19 to 1 | 60 | 26 | 56 | 26 | 52 | 25 |
| 20 to 1 and 21 to 1 | 40 | 18 | 45 | 21 | 45 | 22 |
| 22 to 1 and 23 to 1 | 22 | 10 | 23 | 11 | 27 | 13 |
| 24 to 1 and 25 to 1 | 11 | 5 | 9 | 4 | 10 | 5 |
| 26 to 1 and Above | 6 | 3 | 5 | 2 | 5 | 2 |
| Total | 226 | 100 | 213 | 100 | 206 | 100 |

TABLE VII - 4
Institutional Cost Per Student for Fall 1974 (Actual)
and Fall 1976 and 1979 (Projected)

| Cost per Student (in dollars) | NUMBER OF INSTITUTIONS | | |
|---|---|---|---|
| | Fall 1974 | Fall 1976 | Fall 1979 |
| Below 600 | 0 | 0 | 0 |
| 600 - 799 | 17 | 14 | 16 |
| 800 - 999 | 8 | 14 | 12 |
| 1,000 - 1,199 | 6 | 3 | 7 |
| 1,200 - 1,399 | 16 | 11 | 9 |
| 1,400 - 1,599 | 17 | 11 | 10 |
| 1,600 - 1,799 | 21 | 22 | 14 |
| 1,800 - 1,999 | 37 | 23 | 21 |
| 2,000 - 2,199 | 25 | 27 | 18 |
| 2,200 and above | 47 | 63 | 81 |
| Total | 194 | 188 | 188 |

TABLE VII - 5
Mean Amounts for Student Fees as Source
of Total Educational Income, by Region, 1973-74

| Region | Number Institutions | Mean Student Fees (in thousands of dollars) |
|---|---|---|
| 1. West | 21 | 1,334,343 |
| 2. Mountain-Plains | 24 | 1,136,687 |
| 3. Southwest | 21 | 564,299 |
| 4. Midwest | 39 | 3,978,155 |
| 5. Southeast | 55 | 1,368,439 |
| 6. Northeast | 66 | 3,124,144 |
| Total U. S. | 226 | 2,229,016 |

Table VII - 6

1974-75 Educational and General Income by Region
Mean Sources and Amounts (in thousands of dollars, rounded)

| REGION | No. of Institutions | Student Fees | State Funds | Total Income | % of Total from Student Fees | % of Total from State Funds |
|---|---|---|---|---|---|---|
| West | 21 | 1,334,343 | 9,465,215 | 12,200,431 | 10.94 | 77.58 |
| Mountain-Plains | 24 | 1,136,687 | 3,296,408 | 5,694,852 | 19.96 | 57.88 |
| Midwest | 39 | 3,978,155 | 9,985,194 | 17,430,883 | 22.82 | 57.28 |
| Southeast | 55 | 1,368,439 | 4,069,745 | 6,635,586 | 20.62 | 61.33 |
| Northeast | 66 | 3,124,144 | 6,127,960 | 9,294,574 | 33.61 | 65.93 |
| Southwest | 21 | 564,299 | 2,668,416 | 3,688,295 | 15.30 | 72.35 |
| Total U.S. | 226 | 2,229,016 | 6,013,184 | 9,425,195 | 23.65 | 63.80 |

Table VII - 7

1974-75 Educational and General Income by Region
Mean Sources and Amounts (in thousands of dollars, rounded)

| REGION | No. of Institutions | Federal Funds | Foundations | Total Income | % of Total from Federal Funds | % of Total from Foundation |
|---|---|---|---|---|---|---|
| West | 21 | 673,652 | 130,748 | 12,200,431 | 5.52 | 1.07 |
| Mountain-Plains | 24 | 759,789 | 287,487 | 5,694,852 | 13.34 | 5.05 |
| Midwest | 39 | 662,637 | 157,408 | 17,430,883 | 3.80 | 0.90 |
| Southeast | 55 | 576,675 | 143,294 | 6,635,586 | 8.69 | 2.16 |
| Northeast | 66 | 738,966 | 155,126 | 9,294,574 | 7.95 | 1.67 |
| Southwest | 21 | 709,860 | 63,422 | 3,688,295 | 19.25 | 1.71 |
| Total U.S. | 226 | 680,884 | 160,003 | 9,425,195 | 7.22 | 1.70 |

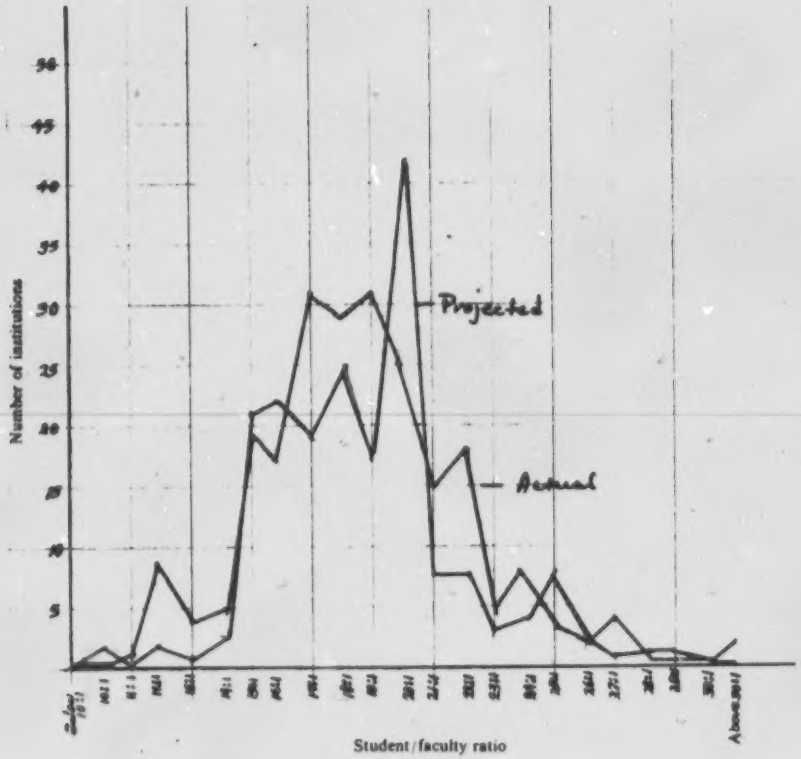



**Figure VII-1. Frequency distribution of student/faculty ratio in AASCU-type institutions 1975 (projected and actual).**

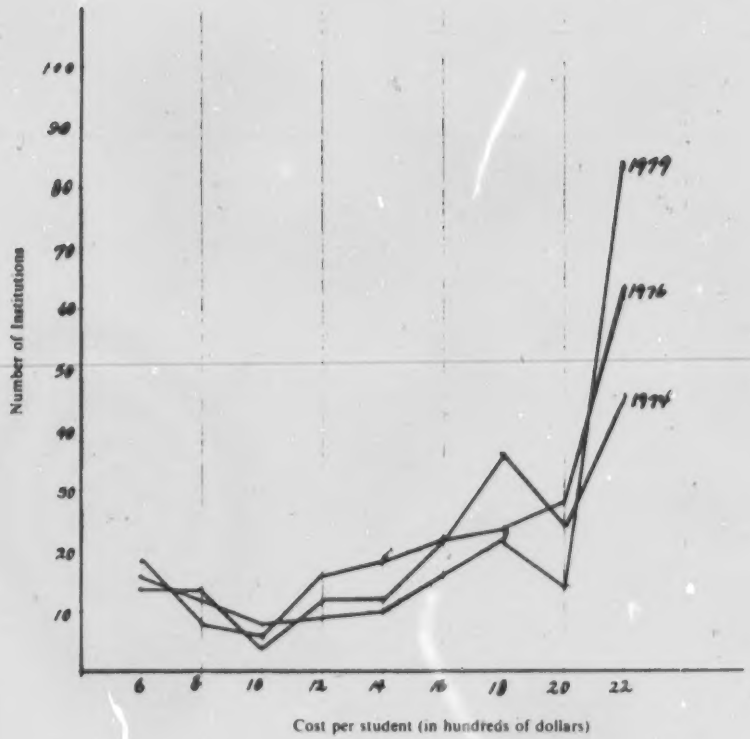



**Figure VII-2. Institutional cost per student for fall 1974 (actual), 1976-1977 (projected).**

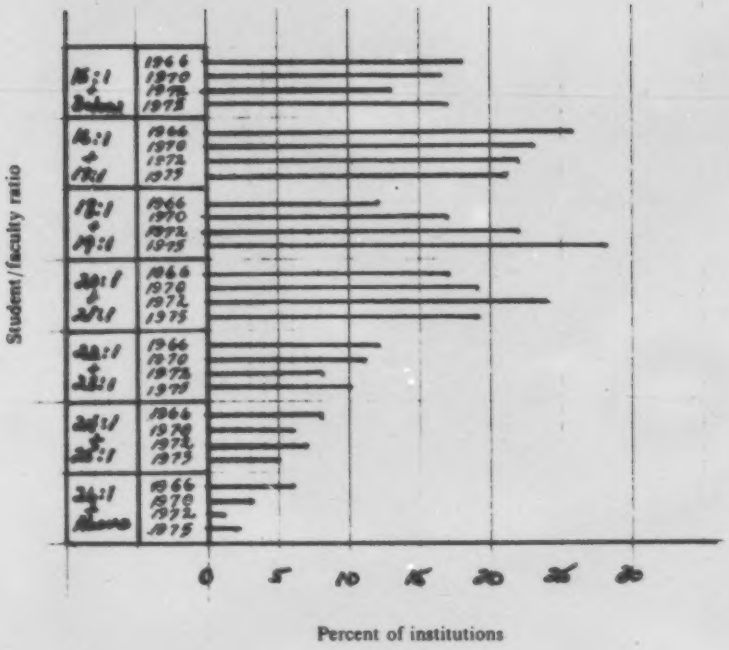



**Figure VII-3. Percentage of total number of AASCU institutions in given student/faculty ratio intervals, by year 1966, 1970, 1972, 1975.**

public support (see Table VII-6). The Midwest, also traditionally a region of high student fees, showed a slight decrease in percentage from 25% in 1970 to 23% in 1974-1975.

The educational and general income from federal funds showed that the largest percentage of federal funds occurred in the Southwest and Mountain-Plains regions. The highest percentage of foundation support also occurred in the Mountain-Plains region (see Table VII-7).

The 1973 report commented that the Southwest region continued to experience high levels of public support and rapid growth in postsecondary education.[3] The present data confirmed this support for and growth of postsecondary education in the Southwest.

In general, the funding plateaus decreased in the 1970 study, continued through the 1970s at least to 1974-75. The changes in student/faculty ratios over the past nine years (see Figure VII-3) reflected the anticipated financial picture for AASCU-type institutions. The increase in overall student/faculty ratios and the trend toward approximating a 20:1 ratio indicated the confidence of AASCU-type institutions in future financial conditions. Although a small percentage of sample institutions expected funding at a student/faculty ratio above 26:1, these institutions were too few to substantially affect the overall optimistic outlook for AASCU- type institutions.

A glance at Figure VII-3 further substantiated the trend toward a 20:1 student/faculty ratio. Although the student/faculty ratio in 1974-1975 failed to reach the precise 20:1 ratio predicted earlier, the movement toward that prediction demonstrated the trend in that direction.

3. *Ibid*, p. 72.

## CHAPTER 8

## FUTURE PREDICTIONS ON ENROLLMENT AND STATEWIDE COORDINATION

The present study obtained data in three primary areas of future predictions: student enrollment characteristics, degree program developments, and future coordination and control.

Changes in student characteristics confirmed the trends predicted in most contemporary higher education literature. Institu ions in the sample reported an increase in mature students (see Table VIII-1). Eighty-two per cent of the sample institutions indicated an increase in students aged 25 to 55 years, while 43% of the institutions also predicted an increase in students over the age of 55 years.

The attendance patterns predicted by the sample institutions suggested an increase in part-time students, but a decrease in in-out students (see Table VIII-1).

Educational background of students provided additional predictive data. More than 60% of the sample institutions predicted an increased enrollment of transfer students from 2-year institutions and students who already hold at least one baccalaureate degree. Fifty per cent of the institutions predicted an increased enrollment of transfer students from other 4-year institutions. These data further attested to the mobility and flexibility of students in postsecondary education.

In addition to specific student characteristics, the questionnaire yielded data concerning the types of expanded programs planned for the changing student population. One hundred institutions planned expansion of cultural liberal arts programs for mature students, while 125 institutions reported expansion of vocational programs for mature students interested in upgrading their skills (see Table VIII-2). Another interesting development related to these programs indicated that several institutions (94 out of 219 responding) expanded their programs in outreach counseling (see Table VIII-2).

The expansion of doctoral programs in SCUs, discussed in Chapter 4, emphasized the tendency of SCUs to emulate research universities while maintaining adaptability to regional needs. The predictions of SCUs in the area

TABLE VIII - 1
Predicted Student Enrollment Developments

| Type of Student | Institutions Predicting Increase in Category | | Institutions Predicting No Increase or a Decrease in Category | |
|---|---|---|---|---|
| | Number of Institutions | % of N = 242 | Number of Institutions | % of N = 242 |
| **Age of Students** | | | | |
| 25-55 Years | 199 | 82 | 30 | 12 |
| Over 55 Years | 105 | 43 | 104 | 43 |
| **Educational Background** | | | | |
| Transfer from 2-Year College | 150 | 62 | 79 | 33 |
| Transfer from [illegible] Year College | 123 | 50 | 102 | 42 |
| Already have 1 Degree | 153 | 63 | 71 | 29 |
| **Attendance Patterns** | | | | |
| Part-time Students | 199 | 82 | 32 | 13 |
| In-out Students | 75 | 31 | 135 | 56 |

Table VIII - 2
Predicted Student Enrollment Developments (from 1974 data)

| Type of Program | | No. of Inst. Expanding | No. of Inst. Not Expanding |
|---|---|---|---|
| A. | Mature students in | | |
| | Cultural liberal arts | 100 | 6 |
| | Vocational upgrading | 125 | 3 |
| | New vocations | 96 | 2 |
| | Special interest courses | 85 | 4 |
| B. | Outreach Counseling | 94 | 125 |
| | Off-campus centers | 60 | 108 |
| | Mobile counseling centers | 17 | 138 |

of doctoral programs indicated a growing number of doctoral programs in larger SCUs (see Figure VIII-1). Ten institutions in the 15,000 - 19,000 size category reported doctoral offerings. One institution of the 20,000 size category indicated a doctoral program. Although there existed several SCUs with enrollment over 20,000 only those in the present sample were considered for discussion here. In contrast to the expansion of doctoral programs in larger SCUs, one institution reported an enrollment of 2,000-3,000 yet offered the doctoral degree (see Figure VIII-1). This was considered an exception in that few small institutions maintained sufficient support systems to offer doctoral programs.

The area of future coordination and control received much attention from sample institutions. Twenty-seven institutions in nineteen different states predicted an increase in governing functions of statewide boards. These predictions confirmed the trend toward governance which recent literature suggested. Respondents from 208 institutions predicted increases in central responsibility and authority for the statewide board in one or more functions. One hundred fourteen institutions expected the role of the statewide board to remain the same in the future. Interestingly, in four states some institutions indicated increased governing functions and others indicated decreased responsibility of statewide boards!! Thus, inconsistency was apparent which prevented generalizations on a statewide or regional basis.

Table VIII - 3
Future Coordination and Control Predictions

| Role of Coordinating Body | Predict an Increase | Predict a Decrease | Predict to Remain Same | Anticipate Statewide Board to be Established |
|---|---|---|---|---|
| Planning | 74 | 5 | – | 26 |
| Budgeting | 56 | 8 | – | 14 |
| Policy-making | 51 | 5 | – | 15 |
| Governing | 27 | 5 | – | 9 |
| Total | 208 | 23 | 114 | 64 |

In general, the predictions in the area of student enrollment characteristics, doctoral degree offerings, and future coordination and control supported the predictions of the 1973 report and the trends reported in recent literature. In spite of the "retrenchment" trends and reports of financial stringency in postsecondary education, SCUs continued to forsee planned growth to accommodate the needs of their various constituencies.

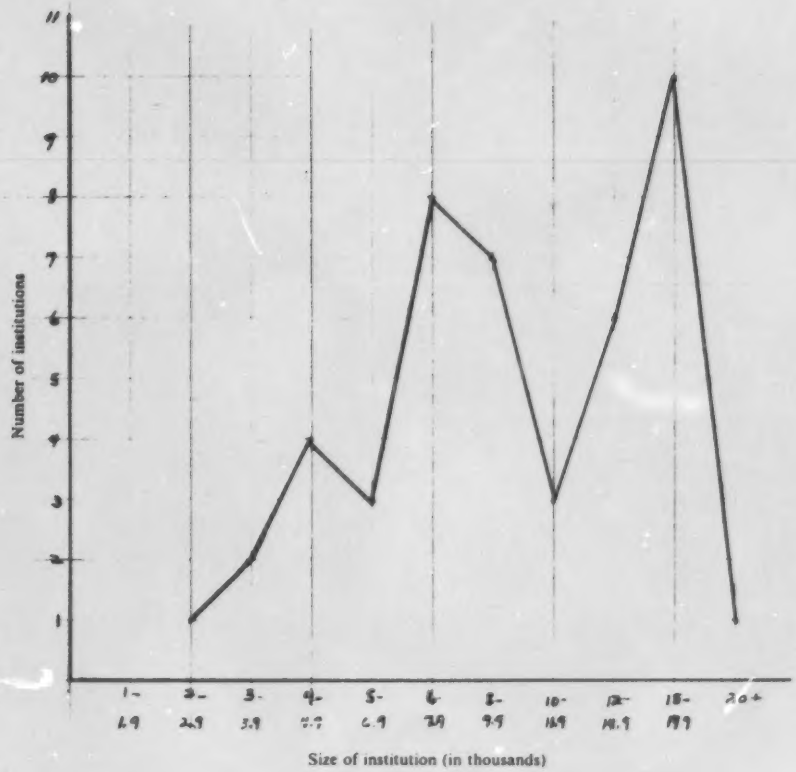



**Figure VIII-1. Number of doctoral degree-granting institutions in given size interval, 1975.**

# CHAPTER 9

## SUMMARY

During the last two decades, the state colleges and universities emerged as an important force in postsecondary education. The 1968 and 1973 reports identified four types of institutions within the SCU classification. This taxonomy of institutions included: 1) the single-purpose highly specialized college, 2) the teachers college, 3) the comprehensive state college or university and 4) the regional state university. This classification described SCUs as well in 1975 as in 1968 and 1973.

The present study compared 1974-1975 data with the 1970 results and reported findings in the following areas: 1) institutional size and enrollment patterns; 2) undergraduate degrees; 3) graduate degrees; 4) innovative programs; 5) libraries; and 6) finances. In addition, a brief section considered future predictions in the areas of student enrollment and statewide coordination and control.

Considerable growth occurred in the size and enrollment patterns of SCUs. By the year 1974-1975, SCUs represented 27% of the total undergraduate enrollment, 39% of the total graduate enrollment, and 48% of the earned degrees in public institutions. Although most SCUs enrolled fewer than 6,000 students, institutions enrolling more than 15,000 showed increased growth as did institutions enrolling 4,000-5,000 students. Student populations included significantly more part-time students and more mature students as well as more women and minority students.

One major trend in undergraduate programs indicated a continuation of the occupational pluralism described in the 1973 study. Also, the expansion of subbaccalaureate programs confirmed previous studies as well as the Eastern Kentucky studies of less-than-baccalaureate level programs.

At the baccalaureate level, SCUs continued expansion in liberal arts and science fields and in occupational programs, particularly the business and health professions. From their early origins in teacher education, most SCUs have evolved into diverse institutions offering comprehensive programs. Newly-established SCUs have started as comprehensive institutions and continue to expand in diverse areas.

Continued growth in graduate education was evident at intermediate, master's, and doctoral levels. Intermediate level specialist programs, although still primarily in the education field, expanded in number and subject fields offered. Masters' degree programs showed increased diversity and expansion, especially in occupational fields such as the health professions and computer sciences. One of the primary findings of the present study described the proliferation of doctoral programs in SCUs. Forty-five institutions in the present sample reported programs at the doctoral level. Among these institutions, fourteen different doctoral degrees were offered, with many institutions offering multiple types of doctoral degrees in addition to the traditional Ph. D. and Ed. D.

Curricular innovations showed a growth in learning resource centers, area studies programs, and international programs. The commitment of AASCU to international education was clearly evident in the programs offered by SCUs. The development of weekend colleges and interdisciplinary programs indicated further the efforts of SCUs to meet the needs of their various constituencies.

In the area of library holdings, SCUs demonstrated continued growth and efforts to approximate the American Library Association standards for college libraries. Regional differences remained, but greater uniformity began to occur.

Despite the reported steady state and financial stringency, SCUs increased in both student fees and educational and general income which tended to make the financial picture more optimistic than anticipated. The average student/faculty ratio in SCUs approached 20:1 although several institutions exceeded 25:1. Forty-three of the sample institutions reported costs per student of $2,200.00 in 1974 while eighty-four institutions predicted a cost of $2,200.00 by 1979.

In the area of educational and general income, regional differences reflected the diversity of public support among SCUs. The Northeast and Midwest regions showed greater dependence upon student fees as a source of income. Conversely, increased state support characterized the West and Southwest regions.

The trend toward centralization in varying levels of American government and corporate structure was reflected in the trend toward statewide coordination and governance in postsecondary education. Twenty-seven of the institutions in the present sample anticipated an increase in responsibility of statewide boards.

In general, an aura of optimism and a feeling of expectation permeated the predictions of AASCU-type institutions as they anticipated the future. The commitment to provide universal access to a diversity of postsecondary education opportunities in the face of diminishing national priorities concerning postsecondary education provided a continuing challenge to institutional adaptability which traditionally characterized the state colleges and universities.

# APPENDICES

## APPENDIX 1

### Institutional Name Changes- 1973 to 1976
### AASCU Members (By State)

| Institution Names as of June 1976 | Institution Names as of 1973 |
|---|---|
| **ALABAMA** | |
| Alabama State University | Same |
| Livingston University | Same |
| Troy State University | Same |
| University of Alabama at Huntsville | Same |
| University of Montevallo | Same |
| University of South Alabama | Same |
| **ALASKA** | |
| University of Alaska, Anchorage | Same |
| **ARIZONA** | |
| Northern Arizona University | Same |
| **ARKANSAS** | |
| Arkansas Polytechnic College | Same |
| Arkansas State University | Same |
| Henderson State University | Same |
| Southern State College | Same |
| University of Central Arkansas | Same |
| University of Arkansas at Little Rock | Same |
| University of Arkansas at Monticello | Same |
| **CALIFORNIA** | |
| California Maritime Academy | Same |
| California Polytechnic State University, San Luis Obispo | Same |
| California State College, Bakersfield | Same |
| California State College, Dominguez Hills | Same |
| California State College, San Bernardino | Same |
| California State College, Sonoma | Same |
| California State College, Stanislaus | Same |
| California State Polytechnic University, Pomona | Same |
| California State University, Chico | Same |
| California State University, Fresno | Same |
| California State University, Fullerton | Same |
| California State University, Long Beach | Same |
| California State University, Los Angeles | Same |
| California State University, Northridge | Same |
| California State University, Sacramento | Same |
| Humboldt State University | California State University, Humboldt |
| San Diego State University | California State University, San Diego |
| San Francisco State University | Same |

| | |
|---|---|
| **COLORADO** | |
| Adams State College | Same |
| University of Northern Colorado | Same |
| Fort Lewis College | Same |
| Metropolitan State College | Same |
| University of Southern Colorado | Southern Colorado State College |
| Western State College of Colorado | Same |
| Mesa College | Same |
| **CONNECTICUT** | |
| Central Connecticut State College | Same |
| Eastern Connecticut State College | Same |
| Southern Connecticut State College | Same |
| Western Connecticut State College | Same |
| **DISTRICT OF COLUMBIA** | |
| District of Columbia Teacher's College | Same |
| Federal City College | Same |
| **FLORIDA** | |
| Florida A & M University | Same |
| Florida Atlantic University | Same |
| Florida International University | Same |
| Florida Technological University | Same |
| University of North Florida | Same |
| University of South Florida | Same |
| University of West Florida | Same |
| **GEORGIA** | |
| Albany State College | Same |
| Armstrong State College | Same |
| Augusta College | Same |
| Columbus College | Same |
| Georgia College | Same |
| Georgia Southern College | Same |
| Georgia State University | Same |
| North Georgia College | Same |
| Savannah State College | Same |
| Valdosta State College | Same |
| West Georgia College | Same |
| **GUAM** | |
| University of Guam | Same |
| **IDAHO** | |
| Boise State University | Same |
| Idaho State University | Same |
| Lewis-Clark State College | Same |
| **ILLINOIS** | |
| Chicago State University | Same |
| Eastern Illinois University | Same |
| Governors State University | Same |

| | |
|---|---|
| Illinois State University | Same |
| Northeastern Illinois University | Same |
| Northern Illinois University | Same |
| Sangamon State University | Same |
| Southern Illinois University at Edwardsville | Same |
| Western Illinois University | Same |

INDIANA

| | |
|---|---|
| Ball State University | Same |
| Indiana State University, Terre Haute | Same |
| Indiana State University, Evansville Campus | Same |

IOWA

| | |
|---|---|
| University of Northern Iowa | Same |

KANSAS

| | |
|---|---|
| Emporia Kansas State College | Kansas State Teachers College |
| Fort Hays Kansas State College | Same |
| Kansas State College of Pittsburg | Same |
| Wichita State University | Same |

KENTUCKY

| | |
|---|---|
| Eastern Kentucky University | Same |
| Morehead State University | Same |
| Murray State University | Same |
| Northern Kentucky State University | Same |
| Western Kentucky University | Same |

LOUISIANA

| | |
|---|---|
| Grambling State University | Same |
| Louisiana Tech University | Same |
| McNeese State University | Same |
| Nicholls State University | Same |
| Northeast Louisiana University | Same |
| Northwestern State University of Louisiana | Same |
| Southeastern Louisiana University | Same |
| University of Southwestern Louisiana | Same |

MAINE

| | |
|---|---|
| University of Maine at Augusta | Same |
| University of Maine at Farmington | Same |
| University of Maine at Fort Kent | Same |
| University of Maine at Machias | Same |
| University of Maine at Portland-Gorham | Same |
| University of Maine at Presque Isle | Same |
| Maine Maritime Academy | Same |

MARYLAND

| | |
|---|---|
| Bowie State College | Same |
| Coppin State College | Same |

| | |
|---|---|
| Frostburg State College | Same |
| Morgan State College | Same |
| St. Mary's College of Maryland | Same |
| Salisbury State College | Same |
| Towson State University | Towson State College |
| University of Baltimore | Same |
| University of Maryland, Baltimore County | Same |
| **MASSACHUSETTS** | |
| Boston State College | Same |
| Bridgewater State College | Same |
| Fitchburg State College | Same |
| Framingham State College | Same |
| Massachusetts College of Art | Same |
| Massachusetts Maritime Academy | Same |
| North Adams State College | Same |
| Salem State College | Same |
| Southeastern Massachusetts University | Same |
| University of Lowell | Same |
| Westfield State College | Same |
| Worcester State College | Same |
| **MICHIGAN** | |
| Central Michigan University | Same |
| Eastern Michigan University | Same |
| Ferris State College | Same |
| Grand Valley State Colleges | Same |
| Lake Superior State College | Same |
| Northern Michigan University | Same |
| Oakland University | Same |
| Saginaw Valley State College | Same |
| Western Michigan University | Same |
| **MINNESOTA** | |
| Bemidji State University | Same |
| Mankato State University | Same |
| Metropolitan State University | Minnesota Metropolitan State College |
| Moorhead State University | Moorhead State College |
| St. Cloud State University | St. Cloud State College |
| Southwest State University | Southwest State College |
| Winona State University | Winona State College |
| **MISSISSIPPI** | |
| Alcorn State University | Alcorn A & M College |
| Delta State University | Delta State College |
| Jackson State University | Jackson State College |
| Mississippi University for Women | Mississippi State College for Women |
| Mississippi Valley State University | Mississippi Valley State College |
| University of Southern Mississippi | Same |

| | |
|---|---|
| **MISSOURI** | |
| Central Missouri State University | Same |
| Harris Teachers College | Same |
| Missouri Southern State College | Missouri Southern College |
| Missouri Western State College | Missouri Western College |
| Northeast Missouri State University | Same |
| Northwest Missouri State University | Same |
| Southeast Missouri State University | Same |
| Southwest Missouri State University | Same |
| **MONTANA** | |
| Eastern Montana College | Same |
| Northern Montana College | Same |
| Western Montana College | Same |
| Montana College of Mineral Science and Technology | Same |
| **NEBRASKA** | |
| Chadron State College | Same |
| Kearney State College | Same |
| Peru State College | Same |
| University of Nebraska at Omaha | Same |
| Wayne State College | Same |
| **NEVADA** | |
| University of Nevada at Las Vegas | Same |
| **NEW HAMPSHIRE** | |
| Keene State College | Same |
| Plymouth State College | Same |
| **NEW JERSEY** | |
| Jersey City State College | Same |
| Kean College of New Jersey | Same |
| Montclair State College | Same |
| New Jersey Institute of Technology | Newark State College of Engineering |
| Ramapo College of New Jersey | Same |
| Stockton State College | Same |
| Thomas A. Edison College | Same |
| Trenton State College | Same |
| William Paterson College of New Jersey | Same |
| **NEW MEXICO** | |
| Western New Mexico University | Same |
| **NEW YORK** | |
| Empire State College | Same |
| New York State College of Ceramics, Alfred University | Same |
| State University of College at Brockport | Same |
| State University College at Buffalo | Same |
| State University College at Cortland | Same |
| State University College at Fredonia | Same |

| | |
|---|---|
| State University College of Arts and Science, Geneseo | State University College at Geneseo |
| SUNY Maritime Academy | SUNY Maritime College |
| State University College at New Paltz | Same |
| State University College at Oneonta | Same |
| State University of New York, College of Arts and Science, Oswego | State University College at Oswego |
| State University of New York, College of Arts and Science, Plattsburgh | State University College at Plattsburgh |
| State University College at Pot[illegible]n | Same |
| State University College at Utica/Rome | State University at Utica/Rome |
| State University of New Y[illegible] College at Purchase | State University College at Purchase |
| Richmond College, City University of New York | Same |

**NORTH CAROLINA**

| | |
|---|---|
| Appalachian State University | Same |
| East Carolina University | Same |
| Elizabeth City State University | Same |
| Fayetteville State University | Same |
| North Carolina Central University | Same |
| Pembroke State University | Same |
| Western Carolina University | Same |
| Winston-Salem State University | Same |
| University of North Carolina at Wilmington | Same |
| University of North Carolina at Asheville | Same |
| University of North Carolina at Charlotte | Same |
| University of North Carolina at Gree[illegible]ooro | Same |

**NORTH DAKOTA**

| | |
|---|---|
| Dickinson State College | Same |
| Mayville State College | Same |
| Minot State College | Same |
| Valley City State College | Same |

**OHIO**

| | |
|---|---|
| Bowling Green State University | Same |
| Central State University | Same |
| Cleveland State University | Same |
| The University of Akron | Same |
| The University of Toledo | Same |
| Wright State University | Same |
| Youngstown State University | Same |

**OKLAHOMA**

| | |
|---|---|
| Central State University | Same |
| East Central Oklahoma State University | East Central State College |
| Northeastern Oklahoma State University | Northeastern State College |
| Northwestern Oklahoma State University | Northwestern State College |
| University of Science & Art of Oklahoma | Same |
| Southeastern Oklahoma State University | Same |
| Southwestern Oklahoma State University | Same |

| | |
|---|---|
| **OREGON** | |
| Eastern Oregon State College | Same |
| Portland State University | Same |
| Oregon Institute of Technology | Oregon Technical Institute |
| Southern Oregon State College | Southern Oregon College |
| **PENNSYLVANIA** | |
| Bloomsburg State College | Same |
| California State College | Same |
| The Capitol Campus, Pennsylvania State University | Same |
| Cheyney State College | Same |
| Clarion State College | Same |
| East Stroudsburg State College | Same |
| Edinboro State College | Same |
| Indiana University of Pennsylvania | Same |
| Kutztown State College | Same |
| Lincoln University | Same |
| Lock Haven State College | Same |
| Mansfield State College | Same |
| Millersville State College | Same |
| Shippensburg State College | Same |
| Slippery Rock State College | Same |
| University of Pittsburgh at Johnstown | Same |
| West Chester State College | Same |
| **RHODE ISLAND** | |
| Rhode Island College | Same |
| **SOUTH CAROLINA** | |
| The College of Charleston | Same |
| The Citadel | Same |
| Francis Marion College | Same |
| Lander College | Same |
| Winthrop College | Same |
| **SOUTH DAKOTA** | |
| Black Hills State College | Same |
| Dakota State College | Same |
| Northern State College | Same |
| University of South Dakota at Springfield | Same |
| **TENNESSEE** | |
| Austin Peay State University | Same |
| East Tennessee State University | Same |
| Memphis State University | Same |
| Middle Tennessee State University | Same |
| Tennessee Technological University | Same |
| University of Tennessee at Chattanooga | Same |
| University of Tennessee at Martin | Same |
| University of Tennessee at Nashville | Same |

| | |
|---|---|
| **TEXAS** | |
| Angelo State University | Same |
| East Texas State University | Same |
| Lamar University | Same |
| Midwestern State University | Same |
| North Texas State University | Same |
| Sam Houston State University | Same |
| Southwest Texas State University | Same |
| Stephen F. Austin State University | Same |
| Sul Ross State University | Same |
| Texas A & I University at Corpus Christi | Same |
| Texas A & I University at Kingsville | Same |
| Texas A & I University at Laredo | Same |
| Texas Southern University | Same |
| Texas Women's University | Same |
| University of Texas at Dallas | Same |
| University of Texas at San Antonio | Same |
| University of Houston, Clear Lake City | Same |
| University of Houston, Victoria Campus | Same |
| West Texas State University | Same |
| **UTAH** | |
| Southern Utah State College | Same |
| Weber State College | Same |
| **VERMONT** | |
| Castleton State College | Same |
| Johnson State College | Same |
| Lyndon State College | Same |
| **VIRGINIA** | |
| Clinch Valley College | Same |
| College of William and Mary | Same |
| George Mason University | Same |
| Longwood College | Same |
| Madison College | Same |
| Mary Washington College | Same |
| Norfolk State College | Same |
| Old Dominion University | Same |
| Radford College | Same |
| Virginia Commonwealth University | Same |
| Virginia Military Institute | Same |
| **VIRGIN ISLANDS** | |
| College of the Virgin Islands | Same |
| **WASHINGTON** | |
| Central Washington State College | Same |
| Eastern Washington State College | Same |
| Western Washington State College | Same |
| The Evergreen State College | Same |

| | |
|---|---|
| **WEST VIRGINIA** | |
| Bluefield State College | Same |
| Concord College | Same |
| Fairmont State College | Same |
| Marshall University | Same |
| Shepherd College | Same |
| West Library State College | Same |
| West Virginia College of Graduate Studies | Same |
| West Virginia Institute of Technology | Same |
| West Virginia State College | Same |
| **WISCONSIN** | |
| University of Wisconsin- Eau Claire | Same |
| University of Wisconsin- LaCrosse | Same |
| University of Wisconsin- Oshkosh | Same |
| University of Wisconsin- Parkside | Same |
| University of Wisconsin- Platteville | Same |
| University of Wisconsin- River Falls | Same |
| University of Wisconsin- Stevens Point | Same |
| University of Wisconsin- Stout | Same |
| University of Wisconsin- Superior | Same |
| University of Wisconsin- Whitewater | Same |

APPENDIX 2

## FOLLOW-UP QUESTIONNAIRE

REGIONAL STATE COLLEGES AND UNIVERSITIES

(AASCU-Type Institutions)

December 1974

NAME OF INSTITUTION_____

CITY & STATE_____

Name of Individual
Completing Questionnaire_____

Title_____

Please return by January 24, 1975 to:

Dr. C. Theodore Molen, Jr., Assistant Vice President, Corporate Affairs
THE AMERICAN COLLEGE TESTING PROGRAM
Box 168, Iowa City, Iowa 52240

1. _____ (Leave Blank)

2. _____ (Leave Blank)

In order to answer questions 3, 4 and 5, use the following definition of "full-time."

A full-time student is an undergraduate enrolled for a minimum of 12 credit hours per semester or 12 credit hours per quarter, or for a total of 24 semester hours or 36 quarter hours per academic year (September-June).

3. Present Enrollment--Fall 1974 (full-time equivalent)
(Please place one check only in each column)

| | Size of Institution | Undergraduate | Graduate | Total |
|---|---|---|---|---|
| (01) | 20,000 and above | ____ | ____ | ____ |
| (02) | 15,000 - 19,999 | ____ | ____ | ____ |
| (03) | 12,000 - 14,999 | ____ | ____ | ____ |
| (04) | 10,000 - 11,999 | ____ | ____ | ____ |
| (05) | 8,000 - 9,999 | ____ | ____ | ____ |
| (06) | 6,000 - 7,999 | ____ | ____ | ____ |
| (07) | 5,000 - 5,999 | ____ | ____ | ____ |
| (08) | 4,000 - 4,999 | ____ | ____ | ____ |
| (09) | 3,000 - 3,999 | ____ | ____ | ____ |
| (10) | 2,000 - 2,999 | ____ | ____ | ____ |
| (11) | 1,000 - 1,999 | ____ | ____ | ____ |
| (12) | Less than 1,000 | ____ | ____ | ____ |
| (13) | Please check if you have no graduate program | | ____ | |

4. Estimated Enrollment--Fall 1976 (full-time equivalent)
(Please place one check only in each column)

| | Size of Institution | Undergraduate | Graduate | Total |
|---|---|---|---|---|
| (01) | 20,000 and above | ____ | ____ | ____ |
| (02) | 15,000 - 19,999 | ____ | ____ | ____ |
| (03) | 12,000 - 14,999 | ____ | ____ | ____ |
| (04) | 10,000 - 11,999 | ____ | ____ | ____ |
| (05) | 8,000 - 9,999 | ____ | ____ | ____ |
| (06) | 6,000 - 7,999 | ____ | ____ | ____ |
| (07) | 5,000 - 5,999 | ____ | ____ | ____ |
| (08) | 4,000 - 4,999 | ____ | ____ | ____ |
| (09) | 3,000 - 3,999 | ____ | ____ | ____ |
| (10) | 2,000 - 2,999 | ____ | ____ | ____ |
| (11) | 1,000 - 1,999 | ____ | ____ | ____ |
| (12) | Less than 1,000 | ____ | ____ | ____ |
| (13) | Please check if you have no graduate program | | ____ | |

5. Estimated Enrollment--Fall 1979 (full-time equivalent)
(Please place one check only in each column)

| | Size of Institution | Undergraduate | Graduate | Total |
|---|---|---|---|---|
| (01) | 20,000 and above | ___ | ___ | ___ |
| (02) | 15,000 - 19,999 | ___ | ___ | ___ |
| (03) | 12,000 - 14,999 | ___ | ___ | ___ |
| (04) | 10,000 - 11,999 | ___ | ___ | ___ |
| (05) | 8,000 - 9,999 | ___ | ___ | ___ |
| (06) | 6,000 - 7,999 | ___ | ___ | ___ |
| (07) | 5,000 - 5,999 | ___ | ___ | ___ |
| (08) | 4,000 - 4,999 | ___ | ___ | ___ |
| (09) | 3,000 - 3,999 | ___ | ___ | ___ |
| (10) | 2,000 - 2,999 | ___ | ___ | ___ |
| (11) | 1,000 - 1,999 | ___ | ___ | ___ |
| (12) | Less than 1,000 | ___ | ___ | ___ |
| (13) | Please check if you have no graduate program | | ___ | |

6. Degrees Offered at Intermediate or Sixth-Year Level (Place checks, as appropriate, in each column.)

| Degree | (1) Offered Currently | (2) To Be Dropped | (4) Planned Fall 1976 | (5) Planned Fall 1979 |
|---|---|---|---|---|
| Advanced Master of Educ. | ___ | ___ | ___ | ___ |
| Advanced Grad. Cert. | ___ | ___ | ___ | ___ |
| Advanced Deg. or Cert. in Educ. | ___ | ___ | ___ | ___ |
| Specialist in Educ. | ___ | ___ | ___ | ___ |
| Specialist in Guidance & Counseling | ___ | ___ | ___ | ___ |
| Specialist in Art | ___ | ___ | ___ | ___ |
| Specialist in Science | ___ | ___ | ___ | ___ |
| Specialist in Sch. Admin. | ___ | ___ | ___ | ___ |
| Specialist in Sch. Psych. | ___ | ___ | ___ | ___ |
| Other (specify) _____ | ___ | ___ | ___ | ___ |
| Other (specify) _____ | ___ | ___ | ___ | ___ |

7. Degrees Offered at Doctoral Level (Place checks, as appropriate, in each column.)

| Degree | (1) Offered Currently | (2) To Be Dropped | (4) Planned Fall 1976 | (5) Planned Fall 1979 |
|---|---|---|---|---|
| Architecture (D. Arch.) | ___ | ___ | ___ | ___ |
| Arts (Doctor of Arts) | ___ | ___ | ___ | ___ |
| Bus. Admin. (D.B.A.) | ___ | ___ | ___ | ___ |
| Computer Sci. (D.C.S) | ___ | ___ | ___ | ___ |
| Criminology (D.Crim.) | ___ | ___ | ___ | ___ |
| Education (Ed.D.) | ___ | ___ | ___ | ___ |
| Engineering (D.Engr.) | ___ | ___ | ___ | ___ |
| Engr. Sci. (D.Engr.Sci.) | ___ | ___ | ___ | ___ |
| Fine Arts (D.F.A.) | ___ | ___ | ___ | ___ |
| Forestry (D.F.) | ___ | ___ | ___ | ___ |
| Health & Safety (D.H.S.) | ___ | ___ | ___ | ___ |
| Hebrew Letters (D.H.L.) | ___ | ___ | ___ | ___ |
| Hebrew Studies (D.H.S.) | ___ | ___ | ___ | ___ |
| Humanities (D.Hum.) | ___ | ___ | ___ | ___ |
| Library Sci. (D.L.S.) | ___ | ___ | ___ | ___ |
| Modern Lang. (D.M.L.) | ___ | ___ | ___ | ___ |
| Music (D.Mus.) | ___ | ___ | ___ | ___ |
| Musical Arts (D.M.A.) | ___ | ___ | ___ | ___ |
| Music Ed. (D.Mus.Ed.) | ___ | ___ | ___ | ___ |
| Nursing Sci. (D.N.Sc.) | ___ | ___ | ___ | ___ |
| Philosophy (Ph.D.) | ___ | ___ | ___ | ___ |
| Physical Ed. (D.P.E.) | ___ | ___ | ___ | ___ |
| Public Admin. (D.P.A.) | ___ | ___ | ___ | ___ |
| Public Health (D.P.H.) | ___ | ___ | ___ | ___ |
| Recreation Ed. (D.R.E.) | ___ | ___ | ___ | ___ |
| Science (D.Sc.) | ___ | ___ | ___ | ___ |
| Social Work (D.S.W.) | ___ | ___ | ___ | ___ |
| Social Sci. (D.S.S.) | ___ | ___ | ___ | ___ |
| Other (specify) _____ | | | | |
| _____ | ___ | ___ | ___ | ___ |

8. Earned Degrees Awarded 1973-1974 Academic Year

| Number | Degree |
|---|---|
| _____ | Subbaccalaureate |
| _____ | Baccalaureate |
| _____ | Master's |
| _____ | Intermediate |
| _____ | Doctorate |

9. Major Fields of Study

A. Subbaccalaureate (Place check, as appropriate, in each column.)

| Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Agriculture (business machines and animal & crop production) | ___ | ___ | ___ | ___ |
| Forestry | ___ | ___ | ___ | ___ |
| Horticulture (flowers, shrubbery, turf, etc.) | ___ | ___ | ___ | ___ |
| Marketing, Merchandising, & Retailing | ___ | ___ | ___ | ___ |
| Public Administration | ___ | ___ | ___ | ___ |
| Hotel, Motel, & Restaurant Management | ___ | ___ | ___ | ___ |
| Petroleum Distribution | ___ | ___ | ___ | ___ |
| Dental Assisting or Hygiene | ___ | ___ | ___ | ___ |
| Nursing (registered or practical) | ___ | ___ | ___ | ___ |
| Radiology & X-Ray Tech. | ___ | ___ | ___ | ___ |
| Other Medical or Health Related Fields | ___ | ___ | ___ | ___ |
| Home Economics and Homemaking | ___ | ___ | ___ | ___ |
| Accounting & Bookkeeping | ___ | ___ | ___ | ___ |
| Business Admin. & General Business | ___ | ___ | ___ | ___ |
| Data Programming, Processing, & Keypunch | ___ | ___ | ___ | ___ |
| Clerical, Secretarial, & Stenographic Fields | ___ | ___ | ___ | ___ |
| Office Management | ___ | ___ | ___ | ___ |
| Chemistry, Chemical Engr. & Technology | ___ | ___ | ___ | ___ |
| Civil Engr. & Tech. (incl. highways & surveying) | ___ | ___ | ___ | ___ |
| General Science, Engr. & Technology | ___ | ___ | ___ | ___ |
| Mechanical Engr. & Tech. | ___ | ___ | ___ | ___ |
| Metallurgical, Mineral & Petroleum Engr. or Tech. | ___ | ___ | ___ | ___ |

9. Major Fields of Study (Continued)

A. Subbaccalaureate (Continued)

| Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Construction & Maintenance Trades (carpentry, heavy equipment, masonry, etc.) | — | — | — | — |
| Drafting & Design (all types) | — | — | — | — |
| Heating, cooling, plumbing, & electrical installation & servicing | — | — | — | — |
| Automobile Fields (mechanics, body repair, & services) | — | — | — | — |
| Aviation Fields | — | — | — | — |
| Commercial graphics, & industrial arts (including printing, linotype, etc.) | — | — | — | — |
| Machinework (tool & die, etc.) | — | — | — | — |
| Metal working & welding | — | — | — | — |
| Leather working (shoe repair, manufacturing, etc.) | — | — | — | — |
| Food Service (baker, cook, chef, waiter and manager) | — | — | — | — |
| Police & Fire Protection Fields | — | — | — | — |
| General Education | — | — | — | — |
| _____ Other (specify) | — | — | — | — |
| _____ Other (specify) | — | — | — | — |
| _____ Other (specify) | — | — | — | — |
| _____ Other (specify) | — | — | — | — |
| _____ Other (specify) | — | — | — | — |

B. Baccalaureate (Place check, as appropriate, in each column.)

| Broad Field* | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Agriculture | — | — | — | — |
| Architecture | — | — | — | — |
| Biological Science | — | — | — | — |

*NOTE: These Broad Field categories are those defined for statistical use by the United States Office of Education.

9. Major Fields of Study (Continued)

B. Baccalaureate (Continued)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Starting Fall 1976 | (5) Planned for Starting Fall 1979 |
|---|---|---|---|---|
| Business and Commerce | — | — | — | — |
| City Planning | — | — | — | — |
| Computer Science and Systems Analysis | — | — | — | — |
| Education | — | — | — | — |
| Engineering | — | — | — | — |
| English and Journalism | — | — | — | — |
| Fine and Applied Arts | — | — | — | — |
| Folklore | — | — | — | — |
| Foreign Languages and Literature | — | — | — | — |
| Forestry | — | — | — | — |
| Geography | — | — | — | — |
| Health Professions | — | — | — | — |
| Home Economics | — | — | — | — |
| Law | — | — | — | — |
| Library Science | — | — | — | — |
| Mathematical Subjects | — | — | — | — |
| Military Science | — | — | — | — |
| Philosophy | — | — | — | — |
| Physical Sciences | — | — | — | — |
| Psychology | — | — | — | — |
| Records Management | — | — | — | — |
| Religion | — | — | — | — |
| Social Sciences | — | — | — | — |
| Trade & Industrial Training | — | — | — | — |
| Other (specify) _____ | — | — | — | — |
| _____ | — | — | — | — |
| _____ | — | — | — | — |

C. Master's (Place check, as appropriate, in each column.)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Starting Fall 1976 | (5) Planned for Starting Fall 1979 |
|---|---|---|---|---|
| Agriculture | — | — | — | — |
| Architecture | — | — | — | — |
| Biological Science | — | — | — | — |
| Business and Commerce | — | — | — | — |
| City Planning | — | — | — | — |
| Computer Science and Systems Analysis | — | — | — | — |
| Education | — | — | — | — |

9. Major Fields of Study (Continued)

C. Master's (Continued)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Starting Fall 1976 | (5) Planned for Starting Fall 1979 |
|---|---|---|---|---|
| Engineering | — | — | — | — |
| English and Journalism | — | — | — | — |
| Fine and Applied Arts | — | — | — | — |
| Folklore | — | — | — | — |
| Foreign Languages and Literature | — | — | — | — |
| Forestry | — | — | — | — |
| Geography | — | — | — | — |
| Health Professions | — | — | — | — |
| Home Economics | — | — | — | — |
| Law | — | — | — | — |
| Library Science | — | — | — | — |
| Mathematical Subjects | — | — | — | — |
| Military Science | — | — | — | — |
| Philosophy | — | — | — | — |
| Physical Sciences | — | — | — | — |
| Psychology | — | — | — | — |
| Records Management | — | — | — | — |
| Religion | — | — | — | — |
| Social Sciences | — | — | — | — |
| Trade & Industrial Training | — | — | — | — |
| Other (specify)_____ | — | — | — | — |
| _____ | — | — | — | — |
| _____ | — | — | — | — |

D. Intermediate (Place check, as appropriate, in each column)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Starting Fall 1976 | (5) Planned for Starting Fall 1979 |
|---|---|---|---|---|
| Agriculture | — | — | — | — |
| Architecture | — | — | — | — |
| Biological Science | — | — | — | — |
| Business and Commerce | — | — | — | — |
| City Planning | — | — | — | — |
| Computer Science and Systems Analysis | — | — | — | — |
| Education | — | — | — | — |
| Engineering | — | — | — | — |
| English and Journalism | — | — | — | — |
| Fine and Applied Arts | — | — | — | — |
| Folklore | — | — | — | — |
| Foreign Languages and Literature | — | — | — | — |
| Forestry | — | — | — | — |
| Geography | — | — | — | — |

9. Major Fields of Study (Continued)

D. Intermediate (Continued)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Starting Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Health Professions | ___ | ___ | ___ | ___ |
| Home Economics | ___ | ___ | ___ | ___ |
| Law | ___ | ___ | ___ | ___ |
| Library Science | ___ | ___ | ___ | ___ |
| Mathematical Subjects | ___ | ___ | ___ | ___ |
| Military Science | ___ | ___ | ___ | ___ |
| Philosophy | ___ | ___ | ___ | ___ |
| Physical Sciences | ___ | ___ | ___ | ___ |
| Psychology | ___ | ___ | ___ | ___ |
| Records Management | ___ | ___ | ___ | ___ |
| Religion | ___ | ___ | ___ | ___ |
| Social Sciences | ___ | ___ | ___ | ___ |
| Trade and Industrial Training | ___ | ___ | ___ | ___ |
| Others (specify)_____ | ___ | ___ | ___ | ___ |
| _____ | ___ | ___ | ___ | ___ |
| _____ | ___ | ___ | ___ | ___ |

E. Doctorate (Please specify by initials doctorate offered in each field)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Starting Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Agriculture | _____ | _____ | _____ | _____ |
| Architecture | _____ | _____ | _____ | _____ |
| Biological Science | _____ | _____ | _____ | _____ |
| Business and Commerce | _____ | _____ | _____ | _____ |
| City Planning | _____ | _____ | _____ | _____ |
| Computer Science and Systems Analysis | _____ | _____ | _____ | _____ |
| Education | _____ | _____ | _____ | _____ |
| Engineering | _____ | _____ | _____ | _____ |
| English and Journalism | _____ | _____ | _____ | _____ |
| Fine and Applied Arts | _____ | _____ | _____ | _____ |
| Folklore | _____ | _____ | _____ | _____ |
| Foreign Languages and Literature | _____ | _____ | _____ | _____ |
| Forestry | _____ | _____ | _____ | _____ |
| Geography | _____ | _____ | _____ | _____ |
| Health Professions | _____ | _____ | _____ | _____ |
| Home Economics | _____ | _____ | _____ | _____ |
| Law | _____ | _____ | _____ | _____ |

9. Major Fields of Study (Continued)

E. Doctorate (Continued)

| Broad Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Library Science | | | | |
| Mathematical Subjects | | | | |
| Military Science | | | | |
| Philosophy | | | | |
| Physical Sciences | | | | |
| Psychology | | | | |
| Records Management | | | | |
| Religion | | | | |
| Social Sciences | | | | |
| Trade and Industrial Training | | | | |
| Miscellaneous Fields | | | | |

10. Specialized Areas in Education (Place check, as appropriate, in each column)

| Specific Field* | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Administration | | | | |
| Adult | | | | |
| Agriculture | | | | |
| Art | | | | |
| Blind Children | | | | |
| Business and Commerce | | | | |
| Crippled Children | | | | |
| Curriculum and Instruction | | | | |
| Deaf Children | | | | |
| Early Childhood | | | | |
| Educational Psychology | | | | |
| Elementary | | | | |
| Emotionally Disturbed Children | | | | |
| Exceptional Children | | | | |
| General Education and Teaching | | | | |
| Guidance and Counseling | | | | |
| Health Education | | | | |
| History, Philosophy and Comparative | | | | |

*NOTE: The majors in education are those defined for statistical use by the United States Office of Education.

10. Specialized Areas in Education (Continued)

| Specific Field | (1) Offered 1973-74 | (2) Developed 1970-74 | (4) Planned for Fall 1976 | (5) Starting Fall 1979 |
|---|---|---|---|---|
| Home Economics | | | | |
| Mentally Retarded Children | | | | |
| Music | | | | |
| Nursery and Kindergarten | | | | |
| Physical Education | | | | |
| Recreation | | | | |
| Rehabilitation Counseling | | | | |
| Retail Selling | | | | |
| Secondary | | | | |
| Speech and Hearing Problems | | | | |
| Trade and Industrial Arts | | | | |

11. _____ Total Number of volumes in all libraries.

12. _____ yes(1) _____ no (2)

A. Does your institution certify teachers?

_____ (number)

B. If yes, how many teachers did your institution certify during the 1973-74 academic year?

13. Student-Faculty Ratio (Please exclude all full-time administrative and full-time research personnel. Include part-time faculty on an FTE basis.)

_____ to one faculty member, Fall 1974
Number of students

_____ to one faculty member, Fall 1976
Estimated no. of students

_____ to one faculty member, Fall 1979
Estimated No. of students

14. Innovative or Experimental Programs Available in 1974-75

A. Available in 1974-75 and Continuing (Check as appropriate)

___ Students Involved in Campus Governance
___ Learning Resource Centers, with Instructional Services as Follows:
  ___ T.V. and Radio Facilities and Educational Programs
  ___ Independent Study Centers
  ___ Audio Listening Materials
  ___ Video-Tape Facilities and Materials
  ___ Other (Specify)_____
___ Area Studies Programs (African, Asian, Latin American?)
___ Special Overseas Centers
___ Sister College or University Abroad, with
  ___ Student Exchange
  ___ Faculty Exchange
  ___ Materials Exchange--books, films, etc.
  ___ Other (Specify)_____

14. Innovative or Experimental Programs Available in 1974-75 (Continued)

A. Available in 1974-75 and Continuing (Continued)

_____Special Field Work or Interne Programs
If so, what fields? _____

_____Computer-assisted Instruction or Learning Facilities and Materials
_____Innovative Administrative Changes
_____Credit by Examination
_____Credit for Work Experience
_____Extended Campus Programs
_____Contract Degree Programs
_____Special Programs for Adult Learners
_____Other (Specify) _____

B. Plans for Future Innovation (Check as appropriate)
_____Students Involved in Campus Governance
_____Learning Resource Centers, with Instructional Services as Follows:
_____T.V. and Radio Facilities and Educational Programs
_____Independent Study Centers
_____Audio Listening Materials
_____Video-Tape Facilities and Materials
_____Other (Specify)_____
_____Area Studies Programs (African, Asian, Latin American?)
_____Special Overseas Centers
_____Sister College or University Abroad, with
_____Student Exchange
_____Faculty Exchange
_____Materials Exchange--books, films, etc.
_____Other (Specify)_____
_____Special Field Work or Interne Programs
If so, what fields?_____

_____Computer-assisted Instruction or Learning Facilities and Materials
_____Innovative Administrative Changes
_____Credit by Examination
_____Credit for Work Experience
_____Extended Campus Programs
_____Contract Degree Programs
_____Special Programs for Adult Learners
_____Other (Specify)_____

15. Financial Matters

A. Institutional Cost Per Student (Place one check only in each column. Please do not include residence hall costs in per student costs.)

| Cost in Dollars | Fall 1974 | (Estimated) Fall 1976 | (Estimated) Fall 1979 |
|---|---|---|---|
| (0) Below $600 | | | |
| (1) 600 - 799 | | | |
| (2) 800 - 999 | | | |
| (3) 1,000 - 1,199 | | | |
| (4) 1,200 - 1,399 | | | |
| (5) 1,400 - 1,599 | | | |
| (6) 1,600 - 1,799 | | | |
| (7) 1,800 - 1,999 | | | |
| (8) 2,000 - 2,199 | | | |
| (9) 2,200 and above | | | |

B. $_____ Current book value of buildings, grounds, and equipment.

C. Total Institutional Budget
$_____1973-74
$_____1974-75 (Estimated)
$_____1975-76 (Estimated)
$_____1978-79 (Estimated)

1. Sources and amounts of educational and general income for 1973-74 (in thousands of dollars, rounded off)
$_____Student fees
$_____State funds
$_____General appropriations
$_____Earmarked funds
$_____Federal funds
$_____Foundations
$_____Other (specify)_____
$_____Total Educational and General Income

2. Sources and Amounts of Capital Funds (buildings and lands)
$_____Bond Issues
$_____State General Fund
$_____Student Fees for Buildings
Check one only (1)____All Types
(2)____Special Types Only
____Union
____Auditorium
____Health Centers

15. Financial Matters (Continued)

C. Total Institutional Budget (Continued)

2. Sources and Amounts of Capital Funds (Continued)

Student Fees for Buildings (Continued)

_____Field Houses, Stadiums
_____Residence Halls
_____Chapels
_____Classroom Buildings
_____Other

$_____Federal Funds
$_____Foundations
$_____Special Gift
$_____Other (specify)_____

$_____Total Capital Funds

16. Budgeting and Financial Control

A. To whom does your institution initially apply for public appropriations for annual operating expenses? (Please check one only)

(1) _____Governing board for this institution only
(2) _____Governing board for this and other public institutions
(3) _____Statewide coordinating and planning board of higher education
(4) _____State governor
(5) _____State legislature or legislative committee
(6) _____Other (specify)_____

B. By whom are contracts let for the construction of buildings at your institution? (Please check only one)

(1) _____By the institution
(2) _____By the governing board
(3) _____By the statewide board of higher education
(4) _____Other (specify)_____

C. Does your institution distinguish between major and minor purchases?

yes (1) no (2)

If "yes," at what amount do major purchases begin? $_____

Who makes major purchases for your institution? (Please check only one)

(1) _____The institution
(2) _____A designated statewide agency
(3) _____Other (specify)_____

16. Budgeting and Financial Control (Continued)

C. Does your institution distinguish between major and minor purchases (Continued)

If "no," who makes all purchases for your institution? (Please check one)
(1) _____The institution
(2) _____A designated statewide agency
(3) _____Other (specify) _____

D. By whom are annual contracts let for goods and services at your institution? (Please check only one)
(1) _____By the institution
(2) _____By a designated statewide agency
(3) _____By the governing board
(4) _____Other (specify) _____

17. Future Coordination and Control

A. What future developments are anticipated at your institution in the area of statewide planning and coordination?
(1) _____Establishment of a statewide board of higher education which will have responsibility and authority in the area(s) of:
(1)_____planning and coordination
(2)_____budgeting
(3)_____policy-making
(4)_____governing
(5)_____other (specify)_____

(2) _____Increased responsibility and authority will be delegated to the statewide board already in existence, in the areas of:
(1)_____planning and coordination
(2)_____budgeting
(3)_____policy-making
(4)_____governing
(5)_____other (specify)_____

(3) _____Decrease in the responsibility and authority delegated to the statewide board already in existence, in the areas of:
(1)_____planning and coordination
(2)_____budgeting
(3)_____policy-making
(4)_____governing
(5)_____Other (specify)_____

(4) _____Responsibility and authority of existing statewide board to remain as they are.

(5) _____Other (specify)_____

17. Future Coordination and Control (continued)

B. What does your institution anticipate concerning its own role and influence in statewide coordination and planning?
(1) _____an increase in importance
(2) _____a decrease in importance
(3) _____no significant change in importance
(4) _____other (specify)_____
_____

C. If your institution anticipates either a decrease or an increase in its role and influence in statewide coordination and planning, what do you expect to be the single most important factor in this change?
(1) _____disinterest in statewide coordinating and planning by our institution
(2) _____influence of other state colleges and universities (AASCU-type institutions)
(3) _____influence of state university or land-grant institution
(4) _____influence of community colleges or other subbaccalaureate institutions
(5) _____other (specify_____
_____

18. Student Enrollment Developments

Approximate %age in 2-year Occupational Curricula (Fall 1973)
Full-Time_____ Part-Time_____
Approximate %age in 2-year Occupational Curricula (Fall 1974)
Full-Time_____ Part-Time_____

Changes Taking Place in Your Student Body:
(a) Increasing number of part-time students? Yes_____ No_____
If yes, is the increase small____, moderate____, large ____
Expected to continue in 1974-75 Yes_____ No_____
(b) Are more mature students enrolling?
25-55 years of age Yes_____ No_____
Senior students over 55 Yes_____ No_____
Are increasing numbers of mature students interested in:
Cultural liberal arts courses _____
Vocational courses--upgrading an existing career _____
Vocational courses--new careers _____
Hobbies and special interests _____
(c) Are more women enrolling? Yes_____ No_____
(d) Are significantly more minority students enrolling?
Yes_____ No_____
(e) Are more transfers from 2-year colleges enrolling?
Yes_____ No_____
(f) Are more transfers from other 4-year colleges enrolling?
Yes_____ No_____
(g) Are more students with bachelor degrees enrolling?
Yes_____ No_____
If yes, are they primarily in occupational programs?
Yes_____ No_____

(h) Is in-out attendance decreasing____,same_____,increasing_____
(i) Number of students requiring financial assistance is
decreasing____,same_____,increasing_____

What new vocational programs have students requested?_____
_____
Do you plan to add? Yes_____ No_____

Are students entering any unique programs? Yes_____ No_____
Names of unique programs, i.e., gunsmithing, feminine fixit-mechanics, paraoptometrics (1)_____,(2)_____,(3)_____

Are you expanding "outreach counseling" services? Yes_____ No_____
(a) Off-campus, satellite centers? Yes_____ No_____
(b) With mobile counseling centers? Yes_____ No_____

Do you have any predictions regarding future changes in enrollment patterns, based on the current trends reported above?

## APPENDIX 3

Doctoral Degrees Awarded by Sample Institutions in 1974

| Institution | Number of Degrees 1974 |
|---|---|
| University of Akron | 234 |
| Ball State University | 72 |
| Bowling Green State University | 51 |
| California State University, Los Angeles | 1 |
| City University of New York | 151 |
| East Tennessee State University | 5 |
| East Texas State University | 66 |
| Florida Atlantic University | 15 |
| Idaho State University | 18 |
| Illinois State University | 24 |
| Indiana State University | 29 |
| Indiana University of Pennsylvania | 9 |
| Louisiana Tech University | 6 |
| University of Maine at Portland-Gorham | 57 |
| McNeese State University | 13 |
| Memphis State University | 20 |
| Middle Tennessee State University | 8 |
| New Jersey Institute of Technology | 6 |
| Northeast Louisiana University | 4 |
| Northern Arizona University | 7 |
| University of Northern Colorado | 159 |
| Northern Illinois University | 76 |
| North Texas State University | 123 |
| Northwestern State University (Louisiana) | 9 |
| University of South Florida | 13 |
| University of Southern Mississippi | 150 |
| University of Southwestern Louisiana | 7 |
| University of Toledo | 178 |
| Western Michigan University | 41 |
| Wichita State University | 1 |
| College of William and Mary | 180 |